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ABSTRACT

This report describes a community-based program of continuing education and support for family day care providers in Nassau County, New York. Chapters are: (1) Overview and Summary of the Pilot Program, (2) Situation Giving Rise to the Pilot Program, (3) Planning the Pilot Program, (4) Preparation for Implementation (including recruitment, negotiations with Nassau County, preparation of publications, site selection, in-service education), (5) Development and Conduct of the Program, (6) Evaluation of the Program, and (7) Recommendations. Appendices, comprising more than half of the document, include budget information, announcements and newsletters published by the program, and evaluative instruments used. (SB)

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COOPERATIVE EXTENSION NEW YORK STATE

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Family Day Care

A COOPERATIVE EXTENSION PILOT PROGRAM

Third Annual Report

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FAMILY DAY CARE

A COOPERATIVE EXTENSION PILOT PROGRAM

Report to Extension Service - USDA

June 1975

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FOREWORD

The Family Day Care Pilot Program is an exploratory effort of Cooperative Extension that resulted in the development of a multi-faceted educational program in support of people who provide child care in their homes for other people's children, family day care providers. It is located in a low to moderate income area of suburban Nassau County on Long Island.

The program objectives are:

- to design and test an informal continuing education program with family day care mothers;
- to insure that the educational program and supportive services are designed to meet the needs of family day care mothers as they perceive them;
- to determine the roles that Cooperative Extension can play as trainer of family day care providers;
- to test the feasibility of Cooperative Extension in the role of broker between the family day care givers and those whose children need family day care;
- to explore the coordinating and leadership roles Cooperative Extension should play in linking with agencies responsible for comprehensive child care in a community.

Unique features of the program from the perspective of program administrators in Cooperative Extension in New York State are:

- the development of a way to reach, on an initial and continuing basis, an unknown, isolated audience and extending to them the resources of the College.
- the complementary linking of an educational organization and regulatory agency — Cooperative Extension and County Department of Social Services;
- the development of a program based on needs of the target audience as the audience perceives them;
- the active participation of concerned, caring family day care parents who love children and want to provide the best possible care and learning experiences for the children in their care;
- the statistically significant increase in knowledge in child development and child caring practices shown by participants in the 16 hour training program;
- the building of a pilot effort of the College into the local extension program with involvement of agents, office staff and lay program people;
- the dedication and support of the paraprofessional staff who believed in the program goals for their community;
- the cooperation of so many community people who welcomed the family day care providers to the human services network;
- the development of a program that can be replicated in whole or in part;
- the development of leadership among family day care providers who have organized a Family Day Care Mothers Association committed to seeking funding to continue the program.

Principle support for the pilot program was provided by Special Needs Funding of Extension Service - USDA. Other support came from the New York State College of Human Ecology, New York State Cooperative Extension, Cornell University, Cornell Institute for Career Education, the State of New York, New York State Department of Social Services, Nassau County Cooperative Extension Association, Nassau County Senior Community Services Project, Nassau County Department of Social Services, Day Care Council of Nassau County, Nassau County Neighborhood Youth Corps, USDA Summer Lunch Program in the Town of Hempstead, and Adelphi University School of Social Work.

Many people have been involved in the Family Day Care Pilot Program. Special recognition goes to the family day care providers and community people who participated in the program and to the following persons for their untiring efforts, dedication, vision, and belief in the Land-Grant system:

Barbara Pine, Cooperative Extension Specialist - Family Day Care

Barbara Patrick, Supervising Program Aide

Ann Burton, Program Aide

Jessie Middlemast, Nassau County Extension Coordinator

Eleanor Talisman, Nassau County Home Economics Division Leader

Natalie D. Crowe, Cooperative Extension Program Coordinator, Human Resources

Beatrice A. Judkins, Program Leader, Home Economics, Extension Service - USDA

Dr. Lucinda Noble, Associate Director, Cooperative Extension

Dr. Helen Y. Nelson, Professor, Community Service Education.

This report covers the first three years of a planned five year pilot program. Funding is being sought for years four and five to continue and extend the program.

We hope it conveys some of the excitement and a sense of the impact on the community of this Cooperative Extension program.

David L. Call

Director of Extension

PREFACE

The Cooperative Extension Pilot Program Family Day Care was begun in 1972 as an effort by Cooperative Extension personnel and faculty of the College of Human Ecology. It is an indication of their commitment to the family and children; specifically, to efforts to learn more about family day care and the roles Cooperative Extension could play in strengthening this most used yet least studied and least supported form of child care. It was undertaken because faculty and administration of the New York State College of Human Ecology and Cooperative Extension personnel in Nassau County shared a concern for children, for the isolation of people caring for children in their homes and the lack of educational and community supports for these child care providers.

This comprehensive report is written for people interested in replicating components or all of this community based continuing education and support program in family day care. It is in chronological sequence to show the growth and development of the program and we have closely followed the *Suggested Guidelines for Reporting on Special Needs Pilot Projects* prepared by Claude Bennett, Specialist, Education Methodology and Evaluation, Extension Service-USDA.

We have used the term family day care mother rather extensively throughout this report. We recognize and warmly acknowledge the important roles played by fathers and other male members of the families with whom we worked. We look forward to a time when men can be fully recognized as child care providers. Therefore, we have used interchangeably the terms family day care mother, family day care provider, family day care parent, care giver.

We hope we have conveyed some sense of the challenge; the frustrations, the satisfactions, the eagerness of the family day care mothers to learn and share, the joy of the children in discovery, and the interest of the community. And finally, we hope that we have stimulated ideas for support of family day care in other communities.

Natalie D. Crowe

Barbara A. Pine

Irene W. Stein

FAMILY DAY CARE
RESOURCE CENTER

CHAPTER I

Overview and Summary of the Pilot Program: Family Day Care

The pilot program in Nassau County, New York, is a pilot demonstration undertaken jointly by Cooperative Extension at the New York State College of Human Ecology and the Cooperative Extension Association of Nassau County. It was funded primarily by the Extension Service - USDA from May 1972 - June 1975. The Institute for Occupational Education, Nassau County Senior Community Service Project, Nassau County Neighborhood Youth Corps, the State of New York, and Cornell University provided additional sources of monetary support. New York State Cooperative Extension, New York State College of Human Ecology, Nassau County USDA summer lunch program, New York State Department of Social Services, Nassau County Department of Social Services, Adelphi University School of Social Work gave in-kind support.

The program is an attempt by Cooperative Extension to reach family day care providers; to become a friend and educator; to provide support to an unknown clientele; to learn the strengths of family day care; to adapt traditional Extension philosophy of starting with what people know and developing program based on needs as they perceive them; to enter a high risk program area where traditional measures (i.e., numbers of people reached, amounts of material distributed) of program impact could not be used and where no definitive research base existed; to develop trust and credibility among the target audience, the community, and the human services network agencies who were not familiar with Cooperative Extension in these roles.

The major goals of the program are to strengthen the existing system of family day care by identifying care givers, to learn the needs of family day care providers as they perceive them, and to design, with them, a continuing education program. Another goal is to build a support system for family day care and to link family day care to the existing human services network in the county. The program explores Cooperative Extension in the roles of friend, educator, and leader in strengthening family day care. Implicit goals are that the self concept of care givers would improve when people began to value their service and began to understand the importance of the roles family day care providers share with parents - providing warm loving care and being the child's teacher. As feelings of self worth and worth of the job to be done are realized, the quality of child care provided improves. This goal implies not only a concern with routine care, health and safety, but also a concern with the child's development, including the relationship with his or her family.

When reference is made to quality child care in family day care homes it means a care giving environment that ensures that the child's physical and psychological needs are met, that the child's sense of belonging to the family or origin is not weakened by the family day care experience, that the child has opportunities to develop relationships of trust and attachment to a small number of familiar adults responsible for his or her care, that suitable opportunities are available for spontaneous, pleasurable learning experiences that foster the growth of the child's developing competencies. The best family day care setting approximates a good natural home environment. The qualities most parents like to see nurtured in their child are the same whether the child is at home or in a family day care setting.

Another implied goal was the development of leadership skills among program participants so that they and the community leaders would gradually assume responsibility for the program over the five-year period. By program year five, the program should be self sustaining, built into the ongoing programs of Nassau County Cooperative Extension, Nassau County Department of Social Services, and the county's human service network.

Physical Setting and Program Administration

Located in the middle of Long Island, Nassau County was reported in the 1970 census to have a population of 1,428,838 people living in a 290-square mile area.

The contiguous villages of Roosevelt, Uniondale and Freeport, situated in the south central part of the county are the target area for the pilot family day care program. Each village has its own small business district composed of the usual small stores, branch banks, and the like. Superhighways cross Long Island in all directions; the Long Island Railway provides east-west transportation; bus transportation between villages is spotty and roundabout; a car is a necessity.

The population of the three villages was 77,459 according to the 1970 census. This includes 27,336 children under the age of 18. Of these, 7,000 were five years or younger. The number of black families living in the three villages is increasing as is the number of Spanish-speaking residents. The population of Roosevelt has changed from predominately white to predominately black in the past 10 to 15 years.

In Roosevelt alone more than one-fourth of the population is receiving public assistance, mostly in the

category of aid to families with dependent children. This indicates a high percentage of one-parent families and a need for quality child care to enable parents to seek employment and financial independence. In two-parent families, both are apt to work to maintain a suburban level of living. One out of every three workers in the county is a woman. The proportion for the target area is probably much higher.

The first five months after funding were devoted to recruitment of a Cooperative Extension Specialist—Family Day Care, who would direct the program. Barbara Pine was a home economist with the Westchester County Department of Social Services who had been developing a training program in Family Day Care for social services case workers. She was employed mid-May 1972. After an orientation at the College, and visits to family day care programs in the northeast, on June 1 she began to prepare the program in Nassau County. In December, 1972, Barbara Patrick, who lived in Roosevelt, knew the community, and who was studying for an associate degree in early childhood education was employed as program aide. Ann Burton, a Youth Development 4-H leader in the community, was added to staff as program aide in October 1973. Gertrude Ruffin, senior citizen aide, was assigned to the program in October 1972. The first teen aide, Kathy Day, was employed in June 1973 and subsequently, a total of six teen aides worked in the program, three or four at a time.

Three students in the College of Human Ecology have participated in program staff for field study experience.

A research assistant at the College, Irene Stein, was employed in the summer of 1974 to develop evaluative instruments, train interviewers, analyze and interpret data, and write the evaluation report. She worked under the supervision of Professor Helen Nelson in the Community Service Education Department at the College.

Program Development

After a summer of orientation to the county, extensive assessment of need and of community resources, the target area for the pilot program was selected. To become highly visible, yet non-threatening, a storefront on the main street in Roosevelt was rented and renovated as a family day care resource center. It was around the corner from space occupied by the expanded food and nutrition program and an urban youth development 4-H program. The storefront has three rooms, one behind the other. The front door opens on the children's play room and visitor's corner; the loan closet, office, and meeting room are down the long corridor. The bright purple and blue colors of the former tenant were retained. Participants in Extension programs and agents furnished toys, games, equipment for the loan closet, plants for the science corner and for decoration. Anyone who cared for children was invited to stop in and bring the children... and they did.

From the interaction of family day care mothers with each other and with the program staff, an exciting, multi-faceted program has been developed. It includes:

- a community based resource center for family day care providers;
- a meeting place for family day care parents to share ideas and experiences;
- a weekly informal education program planned with family day care parents, including workshops and trips to community resources;
- planned activities for children while family day care providers attend training;
- an eight-lesson certificate course offered in cooperation with the Nassau County Department of Social Services, planned with care givers, the pilot program staff and department staff;
- cooperation with the Day Care Council of Nassau County to encourage community support of family day care;
- training in child development for teen aides who work with children in family day care homes;
- a monthly newsletter to provide communication between family day care providers and interested parents;
- a loan service of equipment, toys, books to care givers;
- an advisory committee of family day care providers and community leaders to determine program direction;
- assistance to parents in exploring child care options;
- service as a matchmaker between parents seeking family day care and care givers;
- work with many community agencies to encourage support of family day care;
- linking of family day care providers to the existing community human service network.

Between December 1972 when the storefront resource center opened and June 1975, a total of 297 different family day care providers have come to the center. They have attended weekly educational sessions, come to borrow equipment from the loan closet or to talk with staff; 105 have completed the

eight-week certificate course; a total of 2,879 family day care providers visited the resource center during this 30-month period, accompanied by 4,194 children; six teen aides have been trained and have worked in 67 family day care homes, making regular visits to these homes; four family day care mothers completed a course for credit (tuition free) at Adelphi University; an average of 250-300 people have visited the resource center monthly, including parents seeking child care, staff of community agencies and interested people; and three New York State College of Human Ecology students have participated in the program.

Evaluative Research

Building trust with family day care mothers and credibility in the community were given priority over obtaining bench mark data. Since research activities can sometimes cause suspicion and mistrust in a community, it was not until the third certificate course that a pre- and post-test were administered, and then only with the understanding and advice of the family day care providers on the planning committee. Increase in knowledge of child development and child caring practices was significant at the .05 level for this group. The evaluative research design included interviews but excluded observation in family day care homes.

In a daily log (see Appendix 6A) staff recorded who came to the storefront resource center, whether or not he or she was a family day care parent, the number of children in the family, number of children accompanying the care giver, by whom referred, resources at the center used, length of visit and reason for coming.

A card file was established to keep a list of care providers, their addresses, how many children they cared for, the ages, and any other information that would be helpful in assisting parents seeking child care.

Research Findings and Lessons Learned

Probably the most important learning was that Cooperative Extension could indeed attract an unknown audience and involve them in planning their own informal continuing education program. What was suspected in the exploratory program was affirmed: family day care parents are warm, caring people who love children and want to learn to help children learn. When asked why they were family day care parents, participants in the program responded:

"I feel that family day care is an essential part of the community. I am doing my part in the community as a day care mother. I enjoy the challenge of being a professional mother; and *I love the moment-to-moment experiences of child care.* My love and concern for children are my basic incentive."

"I am a day care mother because I like helping children. I like the feeling of being useful to someone who needs help and understanding. It gives me a sense of being worth something to someone other than my own family."

"I am a day care mother because I enjoy working with children. Family day care service is needed and I can provide it, earn a little and still be home with my children. It lets them know that there are those that need and that through sharing they can become better people."

One care giver on completion of the certificate course said, "I always knew what I was doing was important, but people called it just baby-sitting. Now I *know* it's important—and I'm taking a college course this summer." Other family day care parents asked to speak at subsequent graduations said:

"As a day care parent and mother of two, the course helped me become more aware of the children's need for love and care. It spotlighted and reinforced some of the things I was already doing."

"The course helped me to understand four year olds, helped me to develop a meaningful relationship with school age children and to respond to their questions about my pregnancy. I think my knowledge is carried over to the homes of the children. I learned the needs of children of different ages."

"I thought I was a pretty good family day care parent; now I'm exceptionally good."

There are strengths in family day care that can be nurtured through educational programs, a resource center and a community support system; the quality of child care improves as a result. Once care givers are helped to use the human services network, they become more confident and use it by themselves.

The extension philosophy of building a program by starting with what people know and helping them to help themselves is transferable to a new audience with

different specific needs. It is also transferable to cooperation between Extension and a social services department. In Nassau County, the social services department accepted the concept of planning the certificate course *with* family day care mothers. There is an educational function for Cooperative Extension in cooperation with a service and regulatory agency such as social services.

An unexpected benefit is the observation that department of social services staff seem to place more value on their role in family day care and find more satisfaction as they realize the importance of early childhood learning experiences for young children and group interaction for family day care providers; and as the community begins to understand and value the department of social services' role in placing children in good learning environments with warm, caring providers.

Another outcome was the organization of family day care providers into the Nassau County Family Day Care Mothers Association. The Association is providing leadership to the care givers in Nassau County. As this report is written, the group plans to incorporate so that they can request funding to continue this program beyond the pilot stage.

The non-directive, non-threatening, multi-faceted approach used in this pilot program is replicable in Cooperative Extension programming and that of other community agencies across the nation. In some New York State counties, facets of the program are already being replicated with and without additional funds.

Cooperative Extension can be a friend, educator, and a support to family day care providers. It can take a leadership role in linking family day care to the community support network. The community can be helped to value family day care. When letters to the editor of a local newspaper deplored the closing of a day care center and the assumed poor quality of the remaining alternative which they called "baby-sitting," participants in the program in March 1975 wrote letters to the editor of local papers describing family day care as they provide it. Care givers helped explain that parents should have options—for some children, day care centers provide the best care and experience; for others, care in a home situation may best fill the child's needs. Family day care mothers wrote about the learning experiences they provide for children in care. The community is more aware of family day care as an alternative for families and their children.

Funding is being sought for program years four and five. The Nassau County Cooperative Extension Association is committing 50% of one home economist's time and 25% of one youth development 4-H agent's time, plus support to continue the program. This arrangement will free 50% of the Cooperative Extension Specialist's time to extend the program to other counties in southeastern New York and to commit 50% of her time to continuation and outreach throughout Nassau County. In Nassau County, she will continue to work closely with the Nassau County Department of Social Services to replicate the Roosevelt program in whole or in part in other communities. During year five, if funded, the program would be offered to other states through the Cooperative Extension network.

CHAPTER 2

Situation Giving Rise to the Pilot Program

The critical period in child development begins at about the age of 7 or 8 months. By the age of 3, children should have acquired the ability to understand most of the language they will use in ordinary conversation throughout their lives. They also have adapted their social styles, including the way they will relate to other children and to adults, such as future teachers. By age 3, the basic shaping of the child is usually accomplished. If a child has fallen significantly behind his peers by then, it's hard to turn him around.

Burton White
Harvard Laboratory for Human Development
Today's Child, January 1975

Cooperative Extension at Cornell

The three functions of the land grant university are resident instruction, research, and extension/public service. The extension/public service function of the New York State College of Human Ecology encompasses all of the educational activities of the faculty and staff that relate college resources to the people of the state. Major contributions are made by (a) translating knowledge, including research, that is useful to the people in the state; (b) conducting pilot and demonstration programs whose results may be incorporated into ongoing programs; (c) developing innovative programs, including teaching materials and techniques, for the dissemination of knowledge; (d) facilitating and conducting educational programs and providing substantive help to Cooperative Extension agents and other professionals involved in problem solving; (e) developing liaison with state officials for educational programming; and (f) assisting public policy and decision makers on a local, state, and national level by sharing knowledge and counsel.

The Cooperative Extension network in New York State is recognized as an important part of the land grant college system. There are county extension associations in each of the 57 upstate counties and there is a special arrangement for extension work in New York City. These associations are one of several recognized channels through which the College of Human Ecology and the College of Agriculture and Life Sciences work with the people of the state.

In October 1970, the director of Cooperative Extension established within Extension Administration a broadly based Human Resources Program Unit composed of administrators in home economics, youth development 4-H, manpower training, and programs for people of limited resources. Their charge was to focus on an area described as: "Human Resources...to strengthen the contribution of Extension Administration in this area of program in a manner that interdisciplinary efforts are fostered...as well as seeking to focus the resources of the colleges in high priority problem areas."[1]

A scope and priorities statement of the Human Resources Program Unit accepted by the director of Cooperative Extension and the dean of the College of Human Ecology states "the thrusts of the [Human Resources] program will focus on change in attitude regarding children and families; improving environments in which children develop; improving the quality of human services and their delivery to people; providing education and training opportunities for employment and income for those concerned with comprehensive child care; and building of bridges of understanding between the generations, races and cultures."[2]

The Human Resources Advisory Committee, an interdisciplinary, intercollege committee of faculty and Cooperative Extension agents wrote a position paper stating the conditions necessary for a new program effort:

> Traditionally, most of the educational program flow has been from the University through county staff to the family, community or farm business. Problems have been identified and determined by the faculty and field staff. Studies have resulted in the advocacy of standards or norms for improved and increased agricultural production, adequate human nutrition, acceptable levels of skill achievement and consumer competence. These have been promoted with the low-risk assurance that they could be backed by research findings. Indeed, if the University could not rely on research results, it has sometimes been hesitant to comment upon, let alone enter, the passing scene.
>
> By contrast, the Human Resources Program Unit must focus on the process of helping people identify their problems as they perceive them. It sees itself helping people muster a variety of resources by promoting the development of skills to bring about change in the directions which people themselves choose. This represents a higher risk approach to public service programming, seemingly incompatible with the institutional arrangements (present commitment of staff and dollars) within the Colleges and in county Cooperative Extension Associations. It is high risk because success cannot be measured by the presently accepted criteria, e.g., numbers of

people reached, amounts of materials distributed, reinforcement of institutional status, drawing on established traditional subject matter expertise, and the expectations of funding and/or advisory publics.[3]

The Advisory Committee suggested that pilot or demonstration programs be developed to focus on concerns for children and that such programs have significant commitment of staff and time at the college and county level to make a demonstrable difference in the lives of children and families.

In 1971, the annual Institute of the College of Human Ecology for Community Leaders addressed the subject, "Children: Who Cares and How." Over 1200 people whose roles ranged from leaders representing agencies, organizations, parents, care providers, teachers, to legislators discussed issues presented at the forum. Faculty and students present at exhibits prepared by department faculties and human service organizations reported that people were eager for information, ideas, materials and help.

Family day care began to emerge in discussions of the Advisory Committee, the Human Resources Program Unit and in discussions at the Institute as the most widely used but least studied form of child care. And, for many families, family day care was identified as the most viable option.

In 1971 three College of Human Ecology faculty members expressed interest in a pilot program in family day care:

- Dr. Jane Knitzer, Human Development and Family Studies, had a primary interest in child advocacy and a joint appointment in resident instruction and Cooperative Extension.
- Dr. S. Morton Altman, Community Service Education, brought a background in social work and an interest in the delivery of services to the poor. His appointment was in resident instruction and research.
- Jennifer Birckmayer, Human Development and Family Studies part-time Senior Extension Associate in early childhood education, has interest in child care programs and education for parenting.

National Situation in 1971

Three significant trends in recent years have turned the nation's attention to alternative provisions for caring for its children. Patterns of family living have changed; more women with young children are working; there is a growing awareness of the importance of early childhood learning experiences.

The traditional extended family of earlier generations, where many adults shared some of the responsibilities for child raising, has changed to the nuclear family, often isolated by distance from relatives. There is an increasing number of one parent families in which one adult must provide both financial support and child care. The earlier family pattern is being further modified by the emergence of alternate life styles with both parents sharing the work and parenting roles.

The role of women in American society is changing rapidly. More women are seeking employment outside of the home; some because of a desire for personal fulfillment, but most work out of economic necessity. One out of every three mothers of children under six are in the labor force; four out of 10 have children under 18 years of age, many of whom need before and after school care.[4] Public policy forces many women with young children to seek training and employment. Single-parent female heads of households median income is 30% less than the income of an intact family and usually far below the poverty line.

There is a growing recognition of the importance of the early years of a child's life. We know that very early experiences have an important effect on the growth and development of human beings. Beginning in infancy, children are heavily influenced by the environment in which they grow up. Richardson reports that children starting out with similar biological deficits ended up with widely differing risks of mental retardation as a function of conditions of life for the family in which they were born and reared.[5]

Accordingly, the trend is away from providing merely custodial care. The trend is in the direction of helping care givers to provide an environment rich in developmental experiences that encourage children to interact with and be turned on to learning.

Expansion of child care facilities has become a national political issue. Much emphasis has been placed on center-based care. But only 6% of the children under age six whose mothers worked were cared for in day care centers in 1971. It was estimated that 31% received care in a home setting other than their own home.[6] Additional numbers of children were in family day care whose parents were seeking employment, involved in job training, were in single headed households, or paid privately for their care. It is very difficult to obtain accurate data on family day care because it covers both publicly subsidized and privately paid child care arrangements.

Family day care, the oldest form of child care in our society, is growing as the demand for child care grows. The recent publication (1973), *Family Day Care*[7] estimates that over 91% of all day care services in the United States takes place in private home settings referred to as Family Day Care Homes. More public

funds are being used to purchase care in family day care homes because it is a lower cost alternative compared to center care. Often, perceived lower costs do not adequately reflect the total costs because of the lack of training and support services for family day care.

Parents often choose family day care because of the individual attention provided by the care giver, proximity of the service to their own homes, flexibility in hours and because siblings can be cared for together in a home setting. Frequently, it is the only available alternative.

National Need

The largest group of children in urgent need of developmental child care are children of employed mothers who cannot arrange for satisfactory at-home care. In 1971, the number of employed mothers exceeded 12 million. Of these, 4.5 million had children under six years of age, for a total of nearly 6 million children. There were 24 million children under 14 years of age whose mothers were working.

Most mothers seek jobs for compelling economic reasons: the male head of household does not earn enough or is incapacitated; the mother is a single head of household. Some work for reasons of emotional health. The earnings of mothers make it possible for some families to avoid the hardships of economic deprivation.

Where are the children of these working mothers? Who is caring for them? What is the quality of the care? No one really knew in 1971.

Children comprise 38 percent of this country's citizens and are among the largest single group among the poor. As of 1972, 47 percent of the 4.5 million poor in this country were children.

Although we purport to be a child-centered society, the facts belie the rhetoric: twelve countries have lower infant mortality rates; almost 20 percent of all young people in this country drop out of school before they complete high school, and many who graduate are functionally illiterate. Services to physically and emotionally handicapped children are very limited.

As a result of the social and economic disadvantages of their parents and communitites, too many thousands of children are doomed to failure because of the quality of life during their preschool years.

New York State Situation

The New York State Department of Social Services supervises and sets standards for a wide variety of locally administered public and private welfare and health programs serving men, women, and children in economic or social need.

Providing day care for children is an option of each local county department of social services. Except for those children whose parents are required by the department of social services to enter training or employment, it is not a mandated service.

When a county commissioner decides to provide day care, child care comes under the following rules and regulations of the New York State Department of Social Services, which also offers guidelines for the implementation of state regulations.

"In accordance with the provisions of Chapter 110 of the laws of 1971, the Rule of the State Board of Social Welfare as promulgated under authority granted in Section 390 of the Social Services Law will remain in effect as the Rules and Regulations of the Department of Social Services.

"Section 390 of the New York State Social Services Law requires that any person, association, corporation, institution or agency providing day care for three or more children must have a permit issued by the department or otherwise in accordance with the Rules and Regulations of the Department for the protection and care of children, including health, safety, treatment and training.

"Under the powers granted by this law, Rule 13, Family Day Care Homes, was established. Guidelines for application of this Rule and issuances of family day care home permits and certificates have been developed by the Department of Social Services."[8]

According to a report on family day care prepared by staff in the New York State Department of Social Services, July 31, 1972:

"The Department's Day Care Licensing Rules define family day care as care provided for three or more children away from their own home for less than 24 hours per day in a family home which is operated for such purposes, for compensation or otherwise, for more than five hours per week. The Department's Rules for licensing family day care were established in 1962 and revised in April 1971. These rules apply to all family day care homes affiliated with social services or authorized child care agencies."[9]*

The U.S. Department of Health, Education and Welfare formally recognizes family day care as a distinct category of child care and sees it as being especially suitable for infants, toddlers and sibling groups, and for neighborhood based day care programs including those for children needing after school care. Federal requirements for family day care

*They do not apply to family day care homes in New York City not affiliated with New York City Department of Social Services or child care agencies. These unaffiliated homes in New York City are regulated by the New York City Health Department.

are set forth in the Federal Inter-Agency Day Care Requirements.[10] The New York State Department of Social Services Rules and Regulations are in conformity with these requirements.

New York State Need

According to the New York State Department of Commerce, the 1970 census reveals that there were 274,582 women in the labor force with children under six years of age—one out of four, and 608,883 women in the labor force (nearly half) with children six years of age and under 18 years. There was no available data on the number of children of these women in need of care.[11]

The Social Development and Planning Commission of New York State in its September 1970 report, *Early Childhood Services: A Survey of Day Care and Nursery Schools in New York State*, states: "There are five million children 0-14 years of age in New York State. About 100,000 or 2% are cared for in group day care centers. Less than 9% of these children now cared for in group care centers are children of working mothers."[12]

According to the *Report on Family Day Care Program* by the New York State Department of Social Services, on June 30, 1972, there was an estimated 4,081 certified family day care homes, with a capacity of 13,929 children, being used by local social service districts for publicly subsidized child care. 2,401 of these homes were located in New York City; 1,680 in thirty-four upstate New York counties. Twenty-three counties reported no family day care homes from which they purchased services.[13]

It was impossible to obtain a reading on the number of family day care homes serving private paying families or on the number of children cared for in these arrangements.

The state and local departments of social services are the first to admit that they do not have the staff to implement the conditions of the law; that their first responsibility is to the children of department of social services clientele whose care the department subsidizes in whole or in part.

A recent study by the Social Administrative Services and Systems Association for the Office of Economic Opportunity found that 50 to 75 tasks are required and 185 days involved in the time-consuming ordeal of licensing a child care home.[14]

The confidentiality practiced by some local departments of social services to protect certified family day care parents often tends to exclude these care providers from receiving educational materials or information about educational programs. Few private providers are licensed, so the majority are unknown.

Another confusing condition exists. *Local departments* of social services may *certify* homes in which they subsidize child care. *State Department of Social Services area staff licenses* homes that care for children whose parents pay the care provider (otherwise known as proprietary homes). In some counties, certified homes may care for private and subsidized children, but some departments of social services save their certified homes for their own children.

Certification or licensing does not guarantee quality child care by a trained care giver. The Rules and Regulations specify the qualifications of physical plant, sanitation, safety precautions, health, dietary, supervision, program admission of children, records, and enforcement. In 1971, training for the family day care mothers was almost non-existent. The known exceptions in New York State in the early 70's stood out as beacons: The Tompkins County Day Care and Child Development Council Gathering Place; the Human Services Curriculum developed by the College of Human Ecology and Tompkins Cortland Community College which several family day care providers attended; and Westchester County 4-C training for family day care mothers.

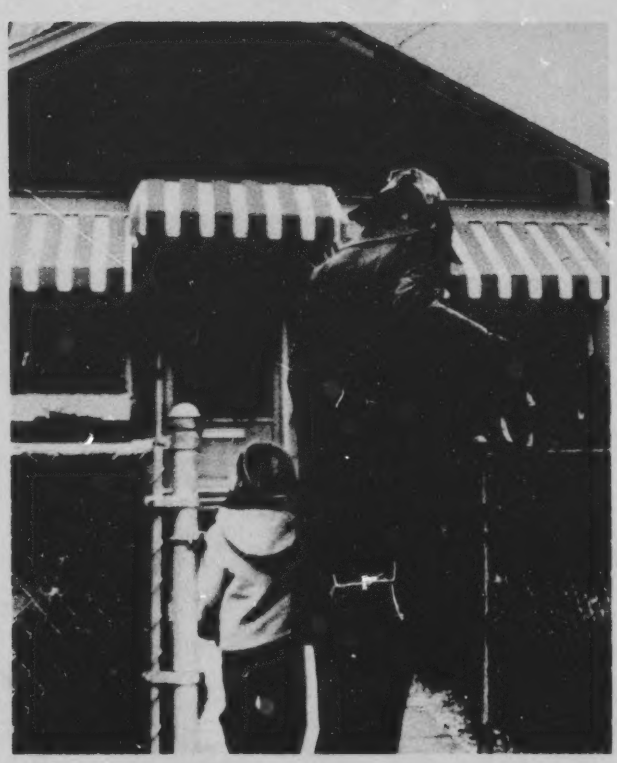
Despite the rules and regulations of the State Department of Social Services governing in-home care, the majority of care givers were unlicensed, uncertified and unsupervised. Many were ignorant of the law; often the department of social services has no way to be in contact with them.

Where Are the Children?

Harold and Margaret Feldman found in their study for the U.S. Department of Labor on women in rural/urban upstate New York that families prefer their children be cared for (1) in their own homes or (2) in their own neighborhoods.[15]

Some of the reasons given for their preference for family day care were:

- Family day care gives the child more personal attention;
- The care giver cares for the child the way the mother wants the child cared for;
- It is more convenient in hours and location since it is usually in the parents' neighborhood or community;
- Flexibility in hours accommodates shift workers, school age children;
- Several small children in one family can be cared for together;
- Care is available if a child is slightly ill or becomes ill during the working day (parent need not leave work or call an older child out of school).



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CHAPTER 3

Planning the Pilot Program

Review of Literature as of 1971

Family day care is the oldest form of non-parental out-of-home child care in our society. It is also the most widespread form, and it is growing as the demand for child care grows. Yet, it has not been systematically studied and little was known about family day care as it existed in 1971.

Low and Spindler[1] and Ruderman[2] reported the use of family day care in their publications on child care arrangements of working mothers.

A review of the literature found seven programs addressing needs of family day care mothers.

- The Women's Education and Industrial Union,[3] a private non-profit service organization, 264 Boylston Street, Boston, Massachusetts, under the direction of Joan Hawkes, provides initial and continuing training for family day care mothers whom it recruits from many socioeconomic backgrounds. It serves as a broker, matching needs of children with the temperament and capabilities of trained family day care mothers, setting fee scales, and collecting moneys from parents and paying family day care mothers. It also conducts a parent education program. This program is available to families in a wide range of incomes.

- The Day Care Neighbor Service Program of Portland, Oregon,[4] developed by Alice H. Collins, ACSW, and Eunice L. Watson, ACSW, makes it possible to intervene at the neighborhood level where working mothers privately and informally, and without benefit of any social agency, make arrangements with neighborhood sitters.

  The aim of the service is to help make these private family day care arrangements so that they contribute to the quality and stability of the day care offered. It uses a social work consultant to find the key individual in each neighborhood who is already informally helping neighbors make day care arrangements. The social work consultant assists these key individuals, called Day Care Neighbors, to become active in recruiting more and better day care givers, in matching users and givers who will be compatible and helpful to the children, and in maintaining good arrangements. The social work consultant has contacts with family day care mothers and 50-75 families a year. The service's focus is on helping home-centered people already performing a neighborhood matchmaking service to continue in their chosen role with a higher degree of success.

- The Educational Day Care Consultant Program of the University of Michigan[5] brought together social workers, early childhood educators and 24 licensed family day care mothers to develop an intensive training program. The program elements consisted of in-depth orientation for staff; home visits to each family day care home by educational consultants; 20 bi-weekly evening group meetings of family day care mothers and graduate student leaders; weekly staff meetings; individual weekly conferences between educational consultants, social worker, project director.

- Tompkins County Day Care and Child Development Council, Inc.,[6] located in Ithaca, New York, has two goals: the development of a comprehensive network of good day care services offering choices to parents; and creation of a support system for all child care providers regardless of income level or professional status. June Rogers was employed, using United Fund support, to interpret to the community what day care is, and what the needs of working parents, the child, and the care provider are. Workshop programs have been held using resources of Cornell University, the community, Cooperative Extension, department of social services and the care providers, themselves. A resource center, The Gathering Place, is a storehouse of ideas, references, materials, supplies (at cost) and counsel. The Council acts as a clearinghouse and referral for all opportunities for employment in child care. Trained substitute family day care mothers provide respite and support when needed. The family day care mothers have improved their self image and the community now values and supports family day care as a viable alternative.

- Community Family Day Care Project of Pacific Oaks College, Pasadena, California[7] had as its objectives:

  1. to identify the formal and informal networks of child care in a multiracial, low income neighborhood in Pasadena;

  2. to explore possible methods that might be used to support existing networks, facilities and people concerned with day care of young children in order to improve the quality of the service;

  3. to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood.

They learned that family day care located in the child's neighborhood may provide the best all day care for infants, toddlers, and many preschool age children. The flexibility and opportunity to match life styles appeals to many parents. Ten hour days are common for family day care mothers. Family day care mothers, both licensed and unlicensed, were organized into cooperative groups; support systems, in the form of field demonstration assistants in homes, toy loan, health and welfare referral services, and core courses, were tried.

• The DARCEE Family Day Care Research[8] objective was to train family day care mothers to be effective educational change agents, thus increasing the educational potential of children from low income homes. Based on DARCEE staff observations in 51 licensed family day care homes, a training program was developed and a handbook for family day care workers prepared.

• Family Day Care Career Program, New York City,[9] has as its objective to provide child care for welfare mothers (freeing them to pursue careers) in the homes of other welfare women trained to be family day care mothers, called teacher-mothers. The Human Resources Administration has overall responsibility with help from the Community Development Agency, Department of Social Services, Manpower Career Development Agency and Board of Education, New York City.

Operating out of 21 family day care support centers, each with a director, application counselor, vocational counselor, day care counselor, this program provides support service to family day care mothers who care for more than 3600 children in 1000 homes (1970).

The Women's Educational and Industrial Union of Boston and the Tompkins County Day Care and Child Development Council, Inc., were the only two programs that served families and family day care mothers from several income levels. The other programs were closely connected to the welfare system and contracted with the department of social services for child care at a fixed rate. Some involved both licensed and unlicensed family day care providers but those closely connected to welfare/social services departments served only those licensed or certified homes caring for children of welfare recipients.

In reviewing Cooperative Extension publications, the University of Arizona Cooperative Extension Service and School of Home Economics published in 1966 *A Guide for Family Day Care Mothers.* No other evidence of Cooperative Extension involvement in family day care until 1971 was found.

Exploratory Program - Summer 1971 in Nassau County

Because increasing numbers of women with young children were entering the work force, and because the public's interest in child care was increasing but funds for child care centers were *very* limited, interested faculty at New York State's College of Human Ecology felt that use of family day care would probably continue to increase. A small amount of recruitment money became available for students to work in selected Extension programs for ten weeks, under supervision of Cooperative Extension agents and faculty. So, the Human Resources program unit and three interested faculty members proposed that two students explore the strengths of family day care to gain a clearer picture of needs as perceived by the family day care mothers. The possible role of Cooperative Extension as a trainer of family day care mothers and as an ally and broker between child care providers and families who need day care was also to be explored if possible. The Nassau County Extension staff was interested. The proposal was funded.

Training at the college and on site was provided by faculty and county staff for two Cornell seniors, one from the Department of Human Development and Family Studies and one from the Department of Community Service Education. Time was spent on how to establish and build trust and a helping relationship, as well as preparing a trunk full of inexpensive play materials to provide activity for the children at family day care homes. The plan was for one student to engage the children while the other student talked with the care provider. Weekly visits by faculty provided continuing feedback and support to the two students and the Nassau County staff. A member of the Nassau County staff describes one of the difficulties they had in finding day care mothers with whom to work.

> "In spite of expressed interest at a conference with the county Department of Social Services regarding the proposed program, the Department refused to release the names of any (we had requested ten) family day care mothers with whom the students could work. Whether this was because of confidentiality or other reasons, we realized that we were going to have to locate the care providers ourselves. We had recognized that this might be a difficult task after visiting with our Expanded Food and Nutrition Education Program aides prior to the start of the summer program. They had expressed genuine interest in what was to be done, but we could sense from them the secrecy and privacy that surrounds current community child day care arrangement.
>
> 'We respected this reticence to admit us to the 'underground day care network' but we had no idea

how difficult it would be to find family day care mothers with whom we might work."

After many efforts by the Nassau County Cooperative Extension staff, a small chink was found in the wall of secrecy and by the end of the summer, the students had been accepted and built enough trust so that they had worked with nine care providers.

In terms of the original objectives of the program, although the number of family day care mothers participating in the program was small, the experience reinforced our belief that:

- Family day care mothers are warm, caring people with many coping skills;
- Most family day care mothers are receptive to students in a helping role and are open in sharing experiences with them;
- Many problems perceived by care providers in family day care are in the licensing requirements and regulations;
- There was evidence that Cooperative Extension might act in a facilitator role to bring family day care mothers together to reinforce one another, share ideas, and keep communications flowing in an informal educational program;
- The shared problems of matching child care providers' and consumers' needs and of collecting fees and negotiating with parents suggests a facilitator/broker role is needed;
- There may be a need for a handbook or a resource center for family day care mothers but time did not permit adequate exploration.[11]

We also learned that family day care mothers perceive themselves as "neighboring," doing their neighbors a favor when they care for children. They do not perceive themselves as child educators or in a business with record keeping and reporting as one of the functions. They depend on the neighboring phenomena for support and assistance in situations ranging from crisis to taking children to the store or playground.

Students reported that many of the concerns and practices of family day care mothers revolved around the children themselves — how to be more responsive to needs of the children; and around parents who did not let the care provider know of changes in arrangements or who were late paying. Some concerns regarding licensing were based on assumptions, lack of information about application procedure, lack of response to inquiries when no homes were needed in that area, reluctance to deal with a public agency. Child care practices varied. Days beginning at 6 AM and lasting past the dinner hour were the rule, not the exception. Family members were most supportive. External controls of spanking and isolation were used with permission of parents.

By the end of the summer, family day care providers with whom the students had worked individually met to talk at a workshop. They asked for more such opportunities: "When you hear people talking you start thinking a different way." "Things got discussed that I wouldn't have thought of."

As a recruitment device the experience showed two students the reality of moving from theoretical to actual program development. It also confirmed the possibility of designing significant work/study experiences with students for academic credit.

During the summer of 1971, attempts were made to collect data about Nassau County and its people, particularly about working parents and the care provided for children.

Situated in the middle of Long Island, Nassau County has a population of 1,428,838* living in a 298 square mile area. Three out of five people moving into the county are classified as non-white. The county ranks second highest per capita income in the state with half of the county's 401,000 families recording an annual income exceeding $15,000. Twenty-one thousand households were at or below the poverty level of $4,400 for a family of four. Over one-third of all women are in the labor force. Sixty-two rural farm residents were reported in the 1970 census.

The staff were unable to find any attempt to systematically pull together Nassau County data that might give a picture of the needs of working parents for child care, their options, the arrangements made, the extent of use of group care and family day care. They did get a list of Head Start and pre-kindergarten programs, proprietary nursery schools, and Department of Social Services child care centers; they found out that the county's Department of Social Services certified 55 homes for child care.

Nassau County is considered a wealthy county, but there are many pockets of poverty and many working poor families. Child care became an issue because people assumed it was a service for the poor; actually, many middle income families need child care as much as working poor and welfare families.

The master plan for child care in Nassau County projected child care centers for seven areas. Three centers, operated by the Department of Social Services, were not used to capacity.

The County Executive issued a statement in favor of family day care and immediately met stiff opposition from many county residents and many professionals working in early childhood education. The latter expressed concern that children would receive little more than custodial care; their opposition may have reflected their fear of intrusion.

Despite the resistance, the Chairperson of the Board of Supervisors' Health and Welfare Committee in a special to the *New York Times*, said, "Nassau County will expand its family day care program in an effort to provide services for thousands of needy children and to remove mothers from relief roles. . . ." Citing the "shocking failure" of existing group care centers, he said that the expanding program would result in economic benefits to the county, "$90 a month cost for each child in family day care as opposed to $220 presently being expended per child in group care, as well as provide a family-type environment for the child." The spokesperson went on to announce that the department of social services was now screening 500 applicants for a "vastly expanded" family day care program.[12]

Soon after these announcements, the Department of Social Services made public its plan to expand the 55 certified day care homes to a projected 500 homes by the end of the year.

Proposal Development

Notification of the opportunity to present a proposal for special needs funding arrived in early September 1971, due in Washington in October. The three faculty members and Human Resources program leader developed *A Proposal for Designing an Informal Continuing Education Program with Family Day Care Mothers.* (See Appendix A.)

The objectives, based on the experience of the summer exploratory program were:

- To design and test an informal continuing education program with family day care mothers;
- To insure the training program is designed to meet the needs of family day care mothers as they perceive them;
- To test the feasibility of Cooperative Extension in the role of trainer of family day care mothers;
- To test the feasibility of Cooperative Extension in the role of broker between family day care givers and those whose children need family day care;
- To test the feasibility of Cooperative Extension linking with agencies responsible for comprehensive child care in a coordinating and leadership role in a community.

The proposal suggested identifying as a program site a target area in Nassau County, possibly one of the pockets of poverty where a high percentage of families had two workers and where child care need was evident.

An advisory group of care providers with whom to interact and plan was considered vital. Representatives of local Extension staff, faculty, and local agencies were also to be part of this advisory group.

Faculty members in the College of Human Ecology were to serve as a resource and as a sounding board. Faculty and College resources were to be tapped, graduate student research enlisted, field experiences for students developed.

It was proposed that a family day care specialist be employed to develop a program with the family day care advisory committee. The specialist would base plans on the summer exploratory program, whatever information the county Extension staff could offer about the political milieu, and would capitalize on Cooperative Extension standing and linkages in the county.

Orientation to the College and to Extension would be the Human Resources program chairperson's responsibility, while the county Extension Home Economics staff would provide orientation to the county.

It was recognized that the primary need was to identify family day care mothers, gain their trust, interact with them to determine needs on which to build program, and to identify methods to do this. We also identified the need to plan strategies for obtaining support of local Extension staff, local agencies, and local power structure.

It was proposed that an instrument be developed to establish benchmarks, recording how family day care mothers perceive their role, what knowledge they have of child development, how children learn, and what they know about early childhood education. This ideal was discarded, however, in favor of building trust with the care providers. A plan of recording progress through quarterly and annual reports was recommended, as was regular feedback and interaction with the advisory committee.

The College of Human Ecology faculty is committed to providing field experience for students wanting experience testing theory in practice; Cooperative Extension has used field experience in the counties as a recruitment device. Because of the experience of the two students in the summer exploratory program, their acceptance by the family day care mothers and the Nassau County staff and the community, the original program was designed to provide for a graduate assistant and for participation by one student in Human Development and Family Studies and one in Community Service Education each semester. The graduate assistant was to give on-campus support to the family day care specialist.

Complementary funding to pay family day care mothers during training (it was assumed they would have to employ a substitute) was sought from local

Emergency Employment Act Funds and from the Office of Occuaptional Education.

Support at the College was vested in the dean of the College of Human Ecology, the chairperson of the Department of Human Development and Family Studies, the acting chairperson of the Department of Community Service Education, Extension Administration, and three formerly mentioned faculty members, Altman, Birckmayer and Knitzer.

Dean David C. Knapp of the College of Human Ecology was particularly interested in an interdisciplinary approach to problems in child care and community support systems for children and families. He was interested in programs focusing on the interface of family and community. In speaking to the New York State Home Economics Association in October 1971, he said, ". . . the family and home cannot be looked at in isolation since they account for only part of human development. There is an interaction with other social institutions that can become as important as or more important than the home. Therefore, we must be concerned with both the quality of what happens in the home and in other social institutions. If we are concerned with the quality of human life, the social, technological and business scene are involved and we must be prepared to cope with and change these institutions."

Dr. Henry Ricciuti, chairperson of the Human Development and Family Studies Department in 1971, noted the department's research strength in infant care, child development and early childhood education, and that the Upstate Regional Head Start Training Office was located in the department. He also noted the need for an increase in faculty positions with Extension responsibilities. Jane Knitzer, a member of HDFS, had a 60% Extension commitment; Jennifer Birckmayer, 40%.

The Department of Community Service Education was seeking a chairperson and changing from a strong home economics education emphasis to a broader focus including options to prepare students in adult education, social work, social planning, health education and other community service education fields, as well as teacher preparation. Historically, the Community Service Education Department has had no designated Cooperative Extension faculty, but Morton Altman was one of the originators of the program and free to work on it.

The newly established Institute for Research and Development in Occupational Education, Department of Education, New York State College of Agriculture and Life Sciences at Cornell University, agreed to support family day care mothers during their training, but later changed to supporting a graduate student assigned to the program.

The Nassau County Cooperative Extension staff was most supportive because of prior efforts to develop links with child care programs and because of interest and concern aroused by the summer student program. In 1971 Nassau County had a professional staff of five full time and one part time Extension home economists in the adult home economics division and eleven paraprofessionals in the EFNEP program. The agricultural division employed six professionals and three plant laboratory technicians; and in youth development 4-H, twelve professionals and ten program assistants. Jessie Middlemast, Coordinator of Cooperative Extension in Nassau County and home economics division leader, was willing to provide on site leadership and liaison.

Planned as a five-year program, the program phases and projections were:

Exploratory summer 1971 - two students studied how child care was provided, alternatives available to families, the status of family day care in Nassau County.

Phase I - Fiscal year 1972-73 - Proposal funded, professional employed. Build trust in program with family day care mothers, community and county.
Interact with family day care mothers to determine needs and begin, with them, to design training.

Phase II - Fiscal year 1973-74 - Build training program; continue to identify family day care mothers; identify key family day care mothers in network; begin to build trust and support of parents; explore broker role.

Phase III - Fiscal year 1974-75 - Build and strengthen community support network; continue training with family day care mothers; define and establish broker role; design training with parents; begin training in community organization and development.

Phase IV - Fiscal year 1975-76 - Community begins to accept broker role and network support responsibility; Cooperative Extension continues training of family day care mothers, parents, and community leadership.

Phase V - Fiscal year 1976-77 - Community accepts responsibility for total program. Cooperative Extension training help continues as part of regular program.

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CHAPTER 4

Preparation for Implementation

Proposal Funded and Agreement Signed

November 11, 1971, the Director's office was advised that the proposal would be funded through June 1972 at $18,000 and to proceed with development of a budget at that level.

The cooperative agreement was signed and returned to ES-USDA, February 9, 1972. One reason for delay was that the Cornell Institute for Career Education which administers the Office of Occupational Education funds had shifted their priorities and preferred to have their funds being held in escrow for the program, used to support a graduate student and a publication, than to use them to support family day care mothers in training. A letter from the New York State Director of Cooperative Extension to Administrator Kirby requesting a shift in budget items which ES-USDA would support while not changing the objectives of the program, was sent and an affirmative reply received January 25, 1972.

Nassau County staff efforts to obtain Emergency Employment Act funds for paraprofessionals continued but without success.

Cooperative Extension Specialist - Family Day Care: Recruitment

The position was described and with the assistance of staff development officer placed within the appropriate salary scale for the University. Positions in colleges in the metropolitan area with similar degrees of responsibility were reviewed.

The position announcement (see appendix 5a) was circulated widely among colleges, universities, social agencies, social planners, Cooperative Extension agents, and faculty in January 1972 and again in March. Selected faculty were asked for names of persons who might be candidates or might know potential candidates.

Initial screening of written applications was done by the recruitment and staff development officer and Human Resources program leader. Interviews with candidates were held in New York City and at the college in February and March. The position was reannounced in the metropolitan area and a concerted effort by Nassau County staff produced promising candidates. Interviews were held in the Nassau County extension office with the Cooperative Extension recruitment officer, Human Resources program leader and Nassau County home economics division leader.

Two candidates were invited to the New York State College of Human Ecology to meet the faculty advisors to the program, Extension Administration and get a feel for the University. The employment date was set at May 18 and letter confirming employment mailed April 19. Barbara A. Pine was employed as the new Cooperative Extension Specialist - Family Day Care.

A brief description of her position was to provide overall leadership to the family day care program:

- liaison with college, county, social services and other agencies, and family day care mothers and other community groups;
- develop program in conjunction with family day care mothers; train, implement, evaluate program;
- supervise paraprofessional when employed; administer program, policy, procedures, etc.;
- supervise students during field experiences (20% of her time);
- supervise graduate student when assigned to program.

Ms. Pine brought to the position a degree in home economics, and experience in teaching and in social work, plus course work toward a Masters of Social Work degree.

Negotiation with Nassau County

The faculty, Extension Administration and Nassau County staff were convinced that this pilot program must be integrated into on-going Extension programs in Nassau County and that the family day care specialist should be housed with county staff.

To achieve this, the extension representative who worked with counties in Southeastern New York as the director's representative, the Human Resources program leader, and the home economics division leader negotiated a contract with Nassau County to provide office space in extension headquarters, desks, files, 3/5 secretary time, rent of equipment, supplies, demonstration materials; and to pay family day care mothers during training under a contract to be reviewed annually, using mutually agreed upon procurement, billing, and accounting methods.

Since Nassau County is 250 miles from the business and accounting office at the College, this contract permitted efficient administrative procedures. It was signed by the President of Cooperative Extension

Association of Nassau County and the Associate Director of Cooperative Extension.

Publications Prepared

During the time recruitment was going on, January - May 1971, the graduate student funded by the Cornell Institute for Career Education was assigned the development of two publications which would be helpful to the pilot program when staffed. *The Birth and Growth of the Tompkins County Day Care and Child Development Council, Inc.*[1] described a model which seemed relevant to the pilot program. *Family Day Care Mothers — What THEY Want in Training Programs*[2] was based on interviews with a small sample of licensed and unlicensed family day care mothers in Tompkins County (site of Cornell University). Fifteen hundred copies of the Tompkins County Day Care and Child Development Council publication and 500 copies of the study of training needs of family day care mothers were published and distributed widely. We still receive requests for these publications, although the supply was exhausted in 1973.

The Cornell Institute for Career Education changed its focus to formal occupational education in 1972, thus precluding support for informal out-of-school education. The graduate student assistant concept was dropped until program year three when a Ph.D. candidate, Irene Stein, was employed to design and administer evaluation schedules in cooperation with Professor Helen Nelson, a specialist in evaluation, and the program staff.

Orientation for Family Day Care Specialist

Orientation included the usual on campus orientation to faculty, Extension Administration and resources of the university plus visits to the Tompkins County Gathering Place and to the Women's Educational and Industrial Union family day care program in Boston, Massachusetts. Rosalind Silver, Senior Social Services Consultant, Office of Social Services Program Development, New York State Department of Social Services, who has responsibility for the day care licensing, accompanied Barbara A. Pine, the family day care specialist; Jennie Birckmayer, Senior Extension Associate; and Natalie D. Crowe, Human Resources Program Unit chairman, to Boston. Observing the training program at the Union, and in three family day care homes, and consulting with the director, Joan Hawkes, and her staff was most profitable. The opportunity to discuss implications for the pilot program with a member of the New York State Department of Social Services was also helpful.

Orientation in Nassau County was provided by Jessie Middlemast and her staff, building on prior liaison with the County Department of Social Services, Day Care Council and other agencies and organizations.

Liaison with ES-USDA Established

Ms. Beatrice Judkins, ES-USDA liaison with the pilot program, came to the College of Human Ecology Annual Institute for community leaders 1971, "Children: Who Cares and How," and met Barbara A. Pine.

Assessing the Nassau County Situation

In June 1972, Barbara A. Pine sent a letter to the Nassau County Commissioner of Social Services outlining the proposed program and requesting a planning meeting with the department staff responsible for family day care. A meeting was arranged with David Thaler, Assistant Director in Children's Services, and the two unit supervisors in family day care.

By this time, there were 100 certified family day care homes in Nassau County supervised by two units of five social caseworkers and a unit supervisor each. Approximately 150 children were in care in 75 homes. The remaining homes were not being used. Neither orientation nor in-service training was provided for the family day care mothers. The Department of Social Services staff was interested in planning training programs but felt limited by personnel and financial shortages.

During the meeting it was learned that an independent research project funded by the Office of Child Development would soon begin to study educational program approaches in family day care. One hundred family day care homes would be needed for the project.

It was impossible to make firm plans for training sessions at this meeting because Mr. Thaler felt that the research team should be consulted first. The researchers later responded that any training of the mothers involved in the study (all of the licensed family day care mothers) would contaminate the findings.

During this period, consultation and meetings with Ms. Middlemast and staff were frequent.

An extensive folder of news articles about local child issues had been collected by Ms. Marilyn Lanctot, Cooperative Extension agent and was given to Ms. Pine. Names in the articles were sources of original

contacts; Ms. Lanctot provided others through her involvement with the Day Care Council.*

Eleanor Kirk, Executive Director of the Day Care Council, began work shortly before Ms. Pine arrived in Nassau County. Other contacts provided a wide source of information regarding community child care and were helpful in identifying family day care mothers.

Professionals involved with child development and child care were becoming concerned about the extensive use of unlicensed family day care arrangements in the county. With the exception of the Cooperative Extension family day care program, however, there was no organized effort to reach and provide services to these family day care mothers or the parents who used their care.

Site Selection

The target area selected for the family day care program is the contiguous villages of Roosevelt, Uniondale and Freeport in Nassau County. Total population in these three villages is 77,459. This includes 27,336 children under age 18. Of these 7000 are five years or younger.

In Roosevelt alone more than one-fourth of the population is receiving public assistance, mostly in the category of aid to dependent children. This indicates a high percent of one parent families and a need for quality day care provisions that would enable parents to seek employment and financial independence. While there are no official figures available, the percent of working mothers in the target area is likely to exceed the national survey finding that four out of every ten mothers are working.

In 1972, approximately 450 children in the target area were being served in half and full-day licensed arrangements which included Head Start, pre-kindergarten, BOCES living room school, and licensed family day care. Many more children were being cared for through unlicensed arrangements with neighbors, friends, and relatives. (It is significant that 34 of the 141 licensed family day care homes in Nassau County were in the Roosevelt-Uniondale-Freeport area.)

Many unlicensed day care mothers and babysitters exist independently as providers of child care. A wall of secrecy and suspicion protects them from the potential threat posed by licensing regulations and the licensing authority, the welfare department. Without access through the department of social services to locally certified family day care homes, but with knowledge of the existence of informal child care, an effort had to be made to overcome some of the barriers in order to reach mothers who were providing child day care services.

And so the idea of a storefront resource center was conceived. The resource center would provide program visibility as well as a base for operations. The site was to be in Roosevelt where the Cooperative Extension Expanded Food and Nutrition Education Program (EFNEP) had gained a high degree of community acceptance. Cooperative efforts with EFNEP would probably contribute to the success of the family day care project. A storefront almost adjacent to the EFNEP office in Roosevelt was located. In addition to housing the family day care program, the facility provided space where the EFNEP aides could store donated clothing for needy families in the community, and it housed a classroom for both programs.

* See appendix 4 for a list of agencies and organizations contacted by the family day care specialist during the first months on the job. The majority were visited after a telephone contact to set a date and time.

Storefront Resource Center

A three-room storefront in the downtown shopping area of Roosevelt was rented, cleaned and painted. Cooperative Extension staff, the home economics division committee, families who participate in Extension programs, EFNEP aides helped with their time and energy as well as giving toys, books, supplies, and equipment for the loan closet (cribs, strollers, play pens, etc.). The horticulturists added plants for decor and for the science corner.

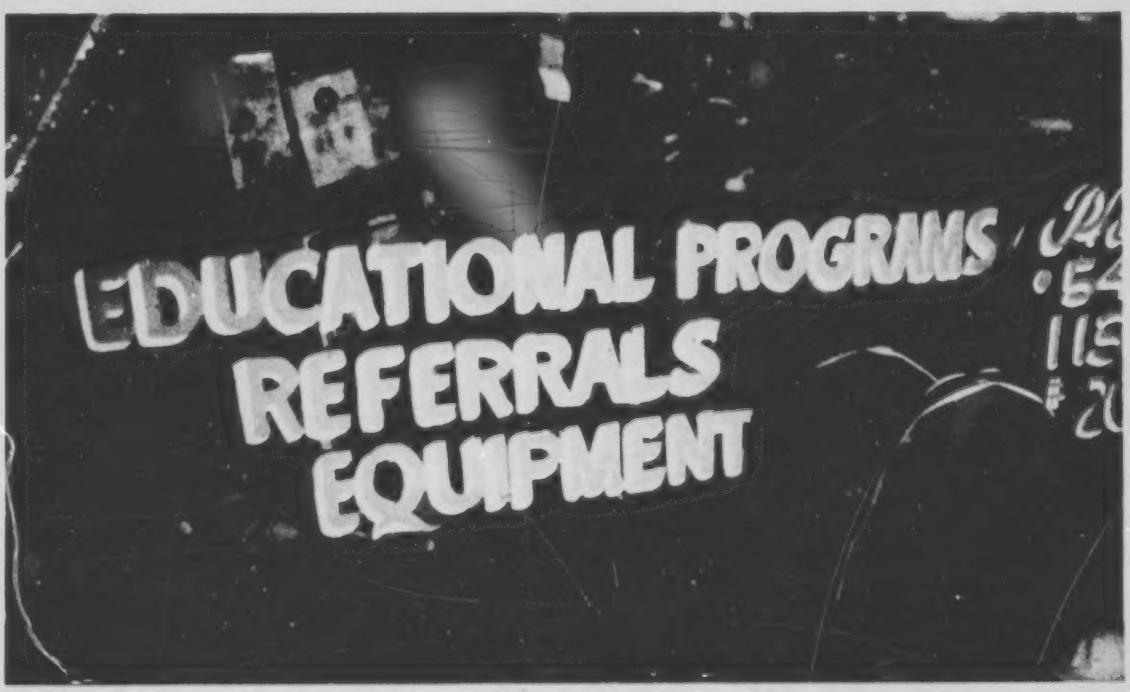
The vibrant purple of the walls and shelves used by the previous tenant were kept because cost of moving shelves and repainting was prohibitive and also because the community people liked the color. Blue and purple curtains (made from sheets) and a blue cover on the divan, made an attractive setting. A rug was added for the playroom. The storefront is long and narrow, with three rooms opening off a long corridor. The front door opens on the visitors' corner and children's playroom. The office, storeroom, meeting room, and lavatory are one behind the other.

A sign in the storefront window invites ANYONE who takes care of children to stop in with the children. The cheery room, lined with shelves of toys and books, invites the children to play, or see plants sprouting from seeds or sea snails edging along the side of their glass house, or listen to a story. If there's a baby, the senior aide offers to hold, cuddle, and rock. With the children happily engaged, the care giver can relax over coffee on the couch in the corner, visit with staff who listen to concerns and tell about this unique program.

EFNEP Cooperation

EFNEP aides worked with a few families who cared for children in their homes. They assisted by making referrals and lending their credibility and community know-how to the emerging program. Group meetings of EFNEP program families were scheduled for the storefront meeting room. The family day care staff would provide care for the children and model activities the care providers could replicate using inexpensive materials.

The Roosevelt community was the victim of a pyromaniac. During October 1972, over 100 fires were reported. The EFNEP aides with support from extension staff and program participants had developed an emergency clothing and equipment service to burned-out families. This operation moved from the overcrowded EFNEP office to the storefront storeroom, thereby introducing the storefront to more community people.



Additional Staff Obtained

As the storefront idea reached reality, it was apparent that additional staff was needed to assist the family day care specialist with program implementation and manning the storefront. The family day care specialist, after consultation with Extension staff in personnel, defined the position (see appendix 5b) of program aide, salary level and career ladder; advertised the position in the community, determined the screening and selection process and employed Barbara Patrick on December 7. Ms. Patrick lived in Roosevelt, knew the community, and was respected. She was enrolled in an associate degree program in nursery education. Barbara A. Pine provided orientation and in-service training for Ms. Patrick.

Her responsibilities, under the direction of the family day care specialist, include assisting in maintaining and staffing the storefront, in planning the activities and classes, in developing materials, planning and supervising activities for the children, the loan closet, log and card file, and participating in the advisory committee meetings.

The Senior Community Service Project, designed to employ senior citizens part time and funded through the local Economic Opportunity Commission with Nassau County Cooperative Extension the grantee, provided additional assistance. Two aide positions were assigned to the storefront. Barbara A. Pine described the positions, interviewed seniors and selected Ms. Gertrude Ruffin and Ms. Esmerelda Smith. They made curtains and reproduced learning materials from *Trash to Treasures*[3] and *Montessori on a Limited Budget*[4] under the supervision of Barbara Patrick.

Legitimization

Preparation for opening the storefront and establishing its legitimacy in the community took place during the fall. Mr. David Thaler gave his support to the idea of the proposed resource storefront when Barbara A. Pine submitted a description of the program and discussed it with him. He committed the department to assist in publicizing the storefront by mailing promotional flyers to approximately 500 independent baby-sitters from whom the department purchased

child care services for working Aid to Dependent Children recipient parents. These care providers were largely unlicensed.

Invitation

A flyer (see appendix 6a) was designed asking, "Are You a Baby-Sitter, or Day Care Mother, or a Friendly Neighbor Who Cares for Children? 261 Nassau Road is a place if you...

- need toys, books or games for the kids
- would like ideas for those 'rainy days'
- could use play pens, cribs, equipment
- need a change of pace.

"Activities for the children while you chat with other women.

"Open weekdays 10 - 3:30. The coffee pot is always on."

The staff arranged with schools to have kindergarteners and Head Start children take the flyers home; supermarkets stuffed them in grocery bags. They were posted in laundromats, churches, and libraries and mailed to known child care providers and agencies.

Storefront Opens

On December 28, 1972, the storefront opened. In the mail that day, the Supervisor of Day Care Services, Department of Social Services, provided the program with the entire list of over 100 certified day care homes in Nassau County—the first break through the wall of secrecy—but too late to invite these family day care mothers to the opening.

And people did come: interested community people, Cooperative Extension Board of Directors, staff, EFNEP aides, parents, child care providers, children, and curious passers-by stopped at the storefront opening day, and all through the following weeks.

The children immediately felt at home in the play corner; adults visited with staff and toured the storefront; the guest book was signed and those interested in participating in the program noted for the mailing list.

Letters were sent later to all of the certified day care mothers in surrounding communities explaining the program and inviting them to visit the Resource Center with their children.

Records and Benchmarks

The staff realized that for evaluation purposes, it would be desirable to obtain a reading of what each child care provider knew in regard to her concept of herself as a family day care parent, her knowledge of child development and her practices. But, building trust in a nonthreatening, caring environment was given highest priority and therefore no benchmark data were obtained.

To determine the effectiveness of the storefront resource center approach as a way to reach family day care providers, a record of contacts with staff at the storefront was kept in a daily log (see appendix 6b). When a family day care mother visited, her name, the number of children in the family, the number of children in care and the number accompanying her on the visit was recorded. The stated reason for visiting, what resources she used and the length of the visit was noted.

The log is a valuable indicator of attendance patterns, meetings, what resources are most often used and which need to be developed further. In addition to being an effective aid to on-going program evaluation, the daily log was used in the overall program evaluation to determine the relationship between frequency of participation and responses to the evaluation interview.

Records are kept of all those parents who visit the Resource Center seeking assistance in making child care arrangements. All contacts with the parent services offered as well as disposition and follow-up are noted with the completed child care referral form (see appendix 6c).

In-service training is planned to help staff deal more effectively with issues that become apparent through frequent contacts with parents and family day care providers.

In-Service Education

One strength of the family day care pilot program is the continuing in-service education for staff. The family day care specialist participates in in-service education for Cooperative Extension staff provided by the college faculty and by others. She participated in a one-week intensive course in early childhood education at the Center for Migrant Studies and in an in-service workshop on child development theories and child care issues in New York State presented by faculty of the College of Human Ecology, summer 1972. (One of the resource people was Rosalind Silver, Senior Consultant, New York State Department of Social Services, who had accompanied the three

Cornell people to the Women's Educational and Industrial Union family day care program in Boston.)

The family day care specialist, Barbara A. Pine, completed two in-service courses during the first year—supervision and administration, ten hours, and evaluation, 15 hours. She also completed, during her first three years with Cooperative Extension, five evening courses as a part time student at Adelphi University Graduate School of Social Work toward an MSW: Small Group Dynamics, Psycho-Social Dynamics of Human Behavior, Personality Development, the Dynamics of Human Behavior, and two semester courses on Issues on Social Welfare.

To further the program goals, Barbara A. Pine plans weekly in-service education with the supervising aide, program aide, senior aide, teen aides, and field placement students. Cooperative Extension personnel from the College and Nassau County, resource people from other agencies and organizations also have helped.

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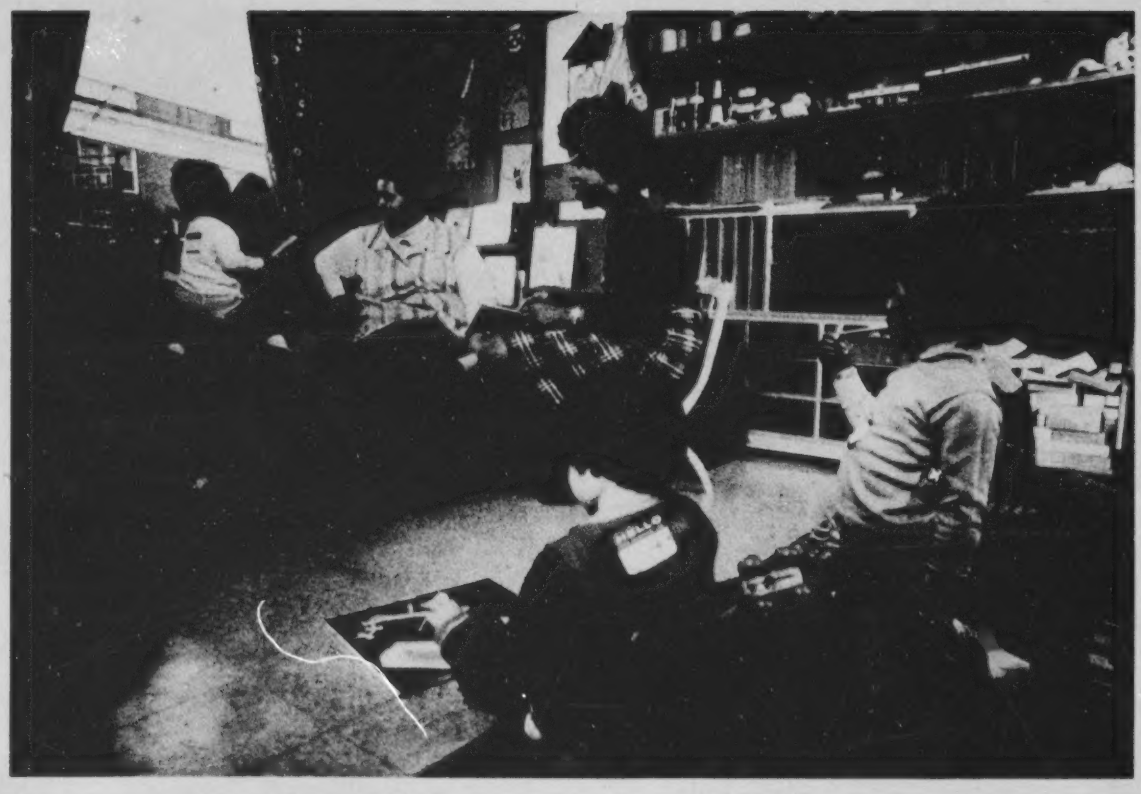


CHAPTER 5

Development and Conduct of the Program

With the storefront resource center providing a visible community base for program operation, many strategies and methods have been and are being used in working toward the original program objectives. The result: a multifaceted program, including weekly educational programs planned to focus on a need or concern identified by the day care parents or the advisory committee; a certificate training course offered in cooperation with the Department of Social Services; the Teen-Aide program; a referral and information service for parents seeking child care; a loan closet where day care parents can obtain equipment, toys and games on a free loan basis; opportunities for college students in field experience; a program advisory committee and comprehensive staff development.

A chronological description of the developing program from the opening of the Resource Center in December 1972 to the present, including methods of reaching program participants, major activities and processes of the project, teaching methods and educational content as well as mechanisms used for feedback during the course of development, follows. Materials too lengthy to include in the text are in appendix 6.

Educational Program

The first objective of the pilot program is to design, with family day care providers, an informal, continuing, out of school, educational program based on needs as care givers perceive them. Since the storefront resource center opened in December 1972, continuing progress has been made toward that goal.

Storefront Program 1973

In the beginning, informal sharing of concerns with staff by child care givers at the storefront led to small group workshops focused on these topics: getting acquainted, two workshops on manipulative materials for children, and two discussions on family day care in general.

Three months after opening, by March 1973, 40 day care mothers, licensed and unlicensed, had used the resources at the storefront resource center; many participated in the workshops. At all meetings there was a natural and open exchange of ideas and information. Although with few exceptions, the family day care mothers were strangers, there was no reticence. Observation and feedback clearly indicated that participants enjoyed meeting with each other and sharing learning experiences. The highlight for the children attending workshops was interacting with other children in a group setting and participating in new and different activities planned for them by the program staff.

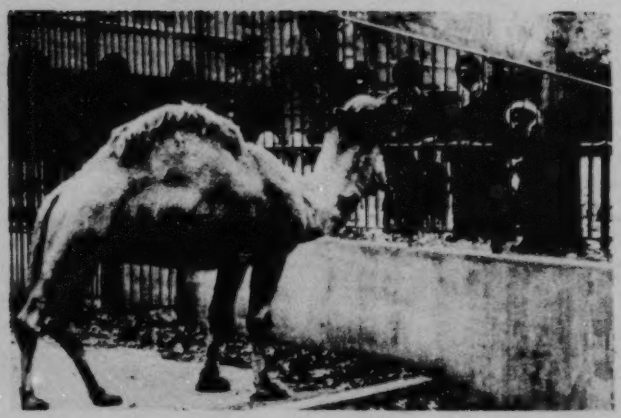
After the first five workshops, a letter with preference check list (see appendix 6d) was sent to all participants. It was designed for the following reasons:

- to stimulate interest in potential programs;
- to determine which areas were felt to be most needed or most interesting;
- to have the family day care mothers begin to see themselves as having a planning role in activities of the resource center.

Based on responses, four workshops were conducted on the topics: "business concerns — keeping records, income taxes and deductions, insurance;" "creative activities for children in family day care homes;" "feeding little folks;" and "parent-made materials for creative learning."

By June 1973, the program had grown so much that handwritten invitations to workshops were replaced by mimeo single concept flyers (see appendix 6e) and a monthly calendar (see appendix 6f) of events (all color keyed each month) so that family day care mothers could plan ahead.

With the end of the school year, school age children streamed into family day care. When 80 family day care parents showed an interest in a summer program, it



was decided to move outdoors for the regular weekly program. This was an opportunity to begin to link the care providers and the children into the community network. Picnics at the town and county parks, a trip to the Bronx Zoo, a pool party, a trip to an animal farm were among the eleven events that took place away from the storefront. The Nassau County Police Department Community Relations Bureau provided bus and driver free of charge for trips.

As a direct result of the impact of the pilot program on family day care mothers, two family day care case workers in the Department of Social Services who had visited the storefront, began organizing licensed day care mothers in another geographical area in the county. A group of 22 family day care mothers was formed. They began to plan summer activities similar to those in the pilot program.

On one occasion, the pilot program family day care mothers accidently met the case workers' family day care mothers in the park. The two groups joined together for the picnic and shared the program which included learning to make a terrarium and a tour of Cooperative Extension experimental gardens in the park. The combined group of 70 children rode the park train and played in the park.

A sickle cell anemia information program and screening, and a health program focused on children's illnesses were held at the storefront, while a walking tour of the neighborhood originated there. Children learned that fire fighters are friendly people who are helpful in explaining how fire engines work. Many children tried on the firemen's special boots, coats and hats. The walking tour also included a pet shop and the post office.

According to New York State rules and regulations, family day care parents must provide at least one meal and mid-morning and mid-afternoon snacks to children in their care. The weekly fee for child care averages from $20 - $25 per child per week for 8-10 hours of daily care. Except for New York City, there is no extra remuneration for food served to children in care. Some children get three meals a day if their parents work and commuting hours total ten hours. Some school-age children can eat food valued at more than parents pay for care — creating a financial burden to the care giver. With rising food costs, family day care providers are experiencing difficulty providing nutritious lunches and snacks to the children in their care within the small wages received.

Application to the local distributor of USDA summer lunch program for free lunches for children in family day care homes participating in the pilot program resulted in 128 box lunches being delivered to the storefront five days a week. The lunches went on the bus to weekly activities, were picked up at the storefront or were delivered by volunteers and staff to family day care homes. A total of 4,480 nutritious lunches were eaten by children in family day care. In 1974 this number more than doubled to 270 lunches going to over 40 homes daily — a total of 10,680 lunches distributed in two months. As a result of linking this one group of care providers into an existing program, a group of day care parents in another community formed an association, with the help of case workers, and received lunches for children in their care for summer 1974.

When Bob Glassberg, a senior in Human Development and Family Studies, arrived in June 1973, student involvement in the pilot program became a reality. He had planned with Jane Knitzer, Director of Field Study, and the Cooperative Extension Staff Development Officer, to get experience that would not only meet program goals but would also contribute to his professional goals and meet the College requirements. As a field study-site supervisor, Barbara A. Pine met with Mr. Glassberg weekly to plan and evaluate his experience; they also met with his campus supervisor at regular intervals.

As part of the support system to family day care, and as an attempt to give youth an understanding of children and child development, a teen component of the family day care program was developed.

In summer 1973, Kathy Day (a Neighborhood Youth Corps employee) was trained by program staff to work with Cornell student Bob Glassberg in developing outdoor activities for children in family day care. Up to this point, family day care parents had been coming to the storefront; staff had visited very few homes. Trust had been developed over six months, however, and ten family day care mothers welcomed staff, students, and teens.

Mr. Glassberg and Kathy developed traveling back yard activities programs which they demonstrated at family day care homes. After learning the ages of the children in care at a home, they planned a variety of

creative activities for a two-hour program. Games, story telling, acrobatics, things to make, and music were included, for Bob played the guitar and sang. Conceived as an educational support and also as offering a respite to family day care mothers, the teen aide program in reality found family day care mothers actively participating or observing intently. The teen aide worked 25 hours a week for eight weeks.

Based on the success of the back yard demonstration program, three teens were added to the program staff in October 1973. (See appendix 5d for position description.) Kathy Day, the high school senior, returned as a Neighborhood Youth Corps employee, and Pat Douglas, a junior, also in the Neighborhood Youth Corps, was assigned; Mary Yates, a high school senior in a work study program, was employed by the family day care program. The teen aides worked after school 12 hours per week, for 40 weeks, participating in a combination of child development in-service training and experience with children in family day care homes. On school holidays they work with children who visit the storefront resource center with their care providers. Teens were paid $2.00 per hour.

During the winter 1973, a local library assisted with the teen training by providing three days of intensive training in story telling, selection of books and flannel board techniques. Other elements in their training included developing age-appropriate activities for children in family day care homes. "The teens are a delightful addition to our staff and contribute greatly to the outreach program. Mothers and children alike enjoy their visits with the 'treasure box' of activities," reported the specialist.

An adult staff person provided leadership for the visit, but the teen aides were responsible for all activities and for working with the children. After each visit the teens wrote evaluations (see appendix 6g for teen home visit reports) to help them plan for subsequent visits and to note development of the children in the day care home.

The rapidly growing program created a demand for another staff member (see appendix 5c for position announcement). After extensive recruiting, Ann Burton, a 4-H leader in the community, was hired in October 1973. The advisory committee participated in the final decision and agreed unanimously that Ms. Burton would be "perfect for the job."

Ms. Judkins, ES-USDA liaison, visited two family day care homes in January 1974 to observe teen aides demonstrating story telling with a flannel board and straw painting. Not only did the children and family day care mothers participate but also other members of the family from older youth to grandparents. (Roosevelt schools are on split sessions, so that older youth are out of school at 1 PM.)

Day care parents participated in program planning in a more formal way at a special program planning meeting in early October 1973. The program activities reflect this. They wanted an opportunity to meet with someone from the department of social services about the issue of licensing. Half of those attending the program were unlicensed. Group trips were requested; two care givers volunteered to teach the others things in which they were skilled — crocheting and making washable cloth books. Trips to a pumpkin farm gave each child an opportunity to select a pumpkin from those growing right out in the field to take home. The Freeport Library planned a special Halloween program for family day care mothers and children.

Family day care parents planned many Christmas activities including gifts children can make, inexpensive adult gifts and decorations, a trip to Christmas Wonderland, a children's party and a pot-luck holiday party for family day care mothers.

Leadership was beginning to emerge. One day care mother read in the newspaper of an opportunity for groups to obtain free tickets to the circus. Through combined efforts of day care mothers and staff, 200 day care mothers, children, parents, and staff had ringside seats. A group of family day care mothers formed a bowling team.

A communication mechanism was needed as family day care mothers began talking about their concerns — something to link them to other isolated care givers and to the resource center. A newsletter was proposed and because the card file of names and addresses was constantly growing, the advisory committee authorized it.

The first monthly newsletter (see appendix 6h) designed to provide a forum for ideas and information

sharing among family day care mothers, was published in August 1973. The first issue was mailed to 203 people including all the known licensed family day care mothers in the county and all unlicensed family day care mothers participating in the pilot program. Recipients had an opportunity to request that they be placed on the mailing list for the monthly calendar of events.

To give substantive content for the newsletter, a reference library was assembled for use of professional and paraprofessional staff. Care givers were encouraged to contribute to the newsletter, and to indicate their ideas for content. Pictures were used to show program participation. By March 1975, the mailing list for the newsletter had grown to 498 people. Recipients were encouraged to share the newsletter with parents who may request to be on the mailing list. The newsletter established another link between the community support system and family day care.

By the end of the first year of operation, the storefront had become a community place for parents, children, care providers, community people. Family day care providers who were regularly attending classes at the storefront numbered approximately 55 with a total participation of 577 over the year.

Family day care mothers encouraged their case workers to visit the storefront and by the end of summer 1973 more than half of the case workers were stopping by regularly and referring care givers to the program.

Two case workers, Florence Faga and Beth Ferrante, had formed the family day care mothers for whom they have responsibility into a group which meets regularly in homes or at the department of social services office building. They sometimes invite speakers. This was the beginning of a trend toward group work within the family day care units at the department of social services.

At one such meeting the family day care specialist was invited to attend when the family day care mothers requested that a Department of Social Services representative of day care be present to answer family day care mothers' questions. One result was the Department's willingness to explore the cost of group liability insurance for family day care homes.

The total number of adult visitors to the pilot program in 1973, other than family day care providers, was 863 persons, often accompanied by children. Among these were: staff from a wide variety of community service agencies, Departments of Social Services, Cooperative Extension locally and from other counties, as well as parents seeking child care and interested community residents.

Certificate Course

In 1974 a more structured method of approaching the objective of designing, with family day care providers, an informal, educational training program and of testing Cooperative Extension in the role of trainer was explored.

In January 1974 Staff Development Officer in the department of social services, Julita Stone, contacted Barbara A. Pine to discuss training for family day care mothers. Interest of the Staff Development Officer grew from an awareness of the success of Florence Faga and Beth Ferrante's group and the success of the family day care pilot program in planning an educational program with family day care mothers. The department recognized the need for training for the licensed family day care mothers they supervise.

A training committee of nine family day care mothers representing geographical areas of the county, two case workers, one Department of Social Services unit supervisor, Cooperative Extension family day care specialist and Department of Social Services Staff Development Officer, was established to plan the content of an 8-10 week course for family day care mothers. Some family day care mothers on the training committee were from areas where no groups had been formed. A few proceeded to organize family day care mothers in their areas.

The training committee decided the certificate training course would be eight sessions held once a week; two groups would meet on sequential days — one at the storefront and one at the Department of Social Services facility; a certificate would be offered to participants who attended six out of eight sessions with an opportunity to attend missed sessions at the other site; the training would be open to anyone who cared for children, licensed or unlicensed.

The course (see appendix 7) developed by the training committee drew on resources of Cocperative Extension, Department of Social Services and the community. Two sessions focused on What is Family Day Care?; one each was held on What to Do in an Emergency, How Children Develop, Guiding Children's Behavior, Sex Education and the Young Child; and two workshops considered Activities Which Foster Growth.

Seventeen care providers enrolled in the course at each site. Thirty-two completed the course and were presented with certificates (see appendix 7d) signed by the director of Cooperative Extension and the Nassau County Commissioner of Social Services. The commissioner presented the certificates and had his staff photographer take a picture of each presentation. The Human Resources Program Leader, representing the director, spoke briefly, as did the Nassau County Cooperative Extension home economics division leader. Each family day care mother wore a corsage made by a family day care mother on the training committee and was given a small gold lapel pin symbolic of Nassau County Children's Bureau presented by the Staff Development Officer. Family and friends attended the ceremony. Said one graduate, "I used to think what I was doing was important, but everyone else called it just baby-sitting. Now, I *know* it's important. When my older daughter is home this summer I'm going to take a child development course at the college." Newspapers carried the story with pictures.

By the end of June 1974, 20 more family day care mothers had completed the course and were presented with certificates by the Human Resources Program Leader in the presence of department of social services and Cooperative Extension staff, friends and relatives. In October another group of 23 family day care mothers were graduated.

Self respect, a desire to learn and to share, a valuing of children and the role of a care provider, an understanding of social service rules and regulations, a knowledge of how to use the community support systems, a feeling of strength in their groups, a love for children, and an increased knowledge of children's developmental needs were shown by the women completing the certificate course.

Storefront Resource Center Program 1974

An important but sometimes overlooked method of communicating a new idea, such as a place just for family day care providers, to potential program participants in the community is visibility. The storefront resource center is visible. Located on the main street in one shopping area, it is distinguishable from surrounding stores by a large sign and a bright purple curtained window. Even from the sidewalk, the playroom, brightly decorated with children's artwork, beckons the passer-by. A large bulletin board focuses on family day care. The message is clear — this is a place for children and those who care for them.

The weekly, informal educational program and the storefront resource center had become firmly established as part of the new support system to family day care providers by the beginning of 1974, a year after the opening of the storefront.

The programs planned by the family day care mothers and the advisory committee for January - March 1974 were attended by 111 family day care mothers and 247 children. Programs included a series on infant care taught by Anne Willis, Cooperative Extension Specialist; a film on sight and a mini-vision screening clinic; ways to make toys that teach for infants and toddlers; two series about getting the most from your food were taught by extension home economists and EFNEP aides; a bus trip to the American Museum of Natural History; involvement of the whole family in family day care; and a family day care mothers' swap shop of toys and children's clothing.

In an attempt to link parents and family day care parents to on-going extension programs, participants were invited to hear Dr. Roy Horowitz, a noted pediatrician, speaking on child care and child abuse to the prospective homemaker-home-health aides in training. They were also invited to participate in a program sponsored by the Day Care Council of Nassau County to celebrate the Week of the Young Child. A few parents and child care givers attended and could be heard later sharing what they had learned with others at the storefront. Parents were alerted to a new organization, Countywide Parents for Child Care with

sponsorship from the Nassau County Day Care Council which was interested in quality child care. The bulletin board at the storefront and the newsletter carried notices of community programs, extension programs.

Contribution to the proposed changes in rules and regulations for day care being considered by the New York State Department of Social Services was made possible at a Wednesday morning meeting when the proposals were explained. Some family day care parents attended the regional hearing. Although no one read a statement at the hearing, a group of family day care parents drafted a letter reflecting their concerns to the proposed changes. The letter was signed by thirteen family day care mothers. Their contribution was acknowledged by Ms. Silver of the State Department of Social Services.

During Cornell intersession, January 1974, Deborah Dodenhoff, a Communication Arts major, was assigned to the program. She developed a draft of a bi-fold flyer describing the family day care program (appendix 8); assisted the supervising aide with newsletter format; painted a "family tree" on the wall for the children's pictures; wrote radio spots about family day care that were aired statewide.

Lois Moss, a student in Community Service Education, joined the program summer 1974 for a summer and fall semester field placement. Her specific interest is in an in-depth study of family day care: the providers of care, parents who use it, and the local department of social services who supervises the care arrangements. She is also interested in delivery of human services and concentrated on the ways in which the Cooperative Extension Family Day Care Program responded to expressed needs of family day care parents. She also analyzed and charted the program log information, showing frequency and type of interaction of family day care mothers participating in the program, as part of the program evaluation.

Barbara A. Pine worked closely with each student in planning, supervising and evaluating their experiences. Students participated in regular staff training as appropriate.

During 1974 in-service training for staff included: visits to a variety of child care programs to study referral systems, sources of support, degree of parent involvement, training and to observe methods of working with parents and children; introduction to and development of teacher and parent-made materials that enhance various aspects of a child's development; attendance at three all-day *Exploring Childhood** teacher seminars; participation in several all-day community-based workshops for child care workers. One staff member enrolled in a two day communication workshop offered locally by the College of Human Ecology. Staff in-service training was enhanced by reading and discussing timely articles and books about child development and family life. Whenever possible, paraprofessional staff members participated in the certificate course and regular Wednesday training sessions with family day care parents.

In preparation for a new project, cardboard carpentry, the family day care specialist, supervising aide and three teen aides attended an all day workshop in cardboard carpentry at the Workshop for Learning Things in Cambridge, MA. They realized that three-ply cardboard had a great potential for use in day care homes because it is easy to work with; items can be disassembled for quick storage; it is lightweight yet durable and relatively inexpensive and it is a "forgiving material" because errors can be corrected. They made a large ladder house (dowels were used) for climbing on and under, a real pull wagon, a large round table (child height), a book display rack, and an equipment carrier for the teens' treasure box. Based on their experiences, the staff taught family day care mothers and parents to construct needed equipment of cardboard. West Hempstead Extension headquarters has an excellent shop for wood working, so the first workshop was held there, a place new to program participants.

Planning for the second summer program was initiated in early May. Programs in May and June focused on a variety of experiences with paint; story telling, including choosing story books, reading to children, making flannel board stories; and, anticipating the influx of school age children at the end of June, activities for older children.

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* *Exploring Childhood* is the title of a program in Education for Parenthood, developed by Education Development Center, Cambridge, MA, under a grant from the Office of Child Development, Department of Health, Education and Welfare. It is a comprehensive one-year curriculum on child development for boys and girls in grades 7-12 which combines classroom instruction and practical experience working with young children under teacher supervision in child care situations or kindergartens.

By summer 1974 family day care was more firmly linked with the existing community support network and to Cooperative Extension programs and resources. The summer outdoor activities planned by family day care parents included a picnic and music workshop; picnic and a nature workshop taught by Youth Development 4-H leader, Agnes Saunders; four special performances for family day care of the Nassau County Parks and Recreation Department mobile puppet shows; bus trips to Adventureland, Long Island Game Farm and the Bronx Zoo; story telling and music programs by the Mini-Mobile; a walking tour of the Marine Wetlands guided by Agnes Saunders; trash to treasure workshop; a pool party and a county-wide picnic for all family day care mothers and children sponsored by Cooperative Extension and the Department of Social Services.

Family day care mothers were encouraged by the family day care program to buy leisure passes at a cost of $1.00 to use county parks and recreation areas. In 1973 passes were free to residents of Nassau County. Until the family day care program in 1973, many day care mothers were unaware of the great resource the parks system offers. Children's arts and crafts programs are available four days a week during the summer. Mobile units from the parks department co-sponsored by the library made special trips to the Roosevelt community to present programs for family day care parents. Many family day care mothers and children participated. Local libraries supply traveling story tellers, several schools provide organized play activities, some communities have free buses to the beach — family day care mothers were encouraged to link into these community support systems of which they were previously unaware.

Lois Moss, the Cornell student in field placement, helped compile a summer calendar of all Parks and Recreation Department activities including mobile unit neighborhood visits, which was mailed to all known family day care parents in the county.

In the three-month period, July - September 1974, the seventeen events planned by the family day care program were attended by a total of 235 adult care providers and 985 children. Transportation was often provided by the Nassau County Police Department which furnished the police bus driven by Detective George Mells, a welcome friend to family day care.

The summer free lunch program served 270 children in over 40 day care homes. Volunteers were needed to assemble lunches because the supplier distributed the lunches in bulk, but an assembly line made lunch preparation an efficient operation.

The teen aide program element developed not only as an educational support for family day care but also was an experience in education for parenthood. The pilot program of the Office of Child Development,

Exploring Childhood, was being tested in training both teens and family day care givers.

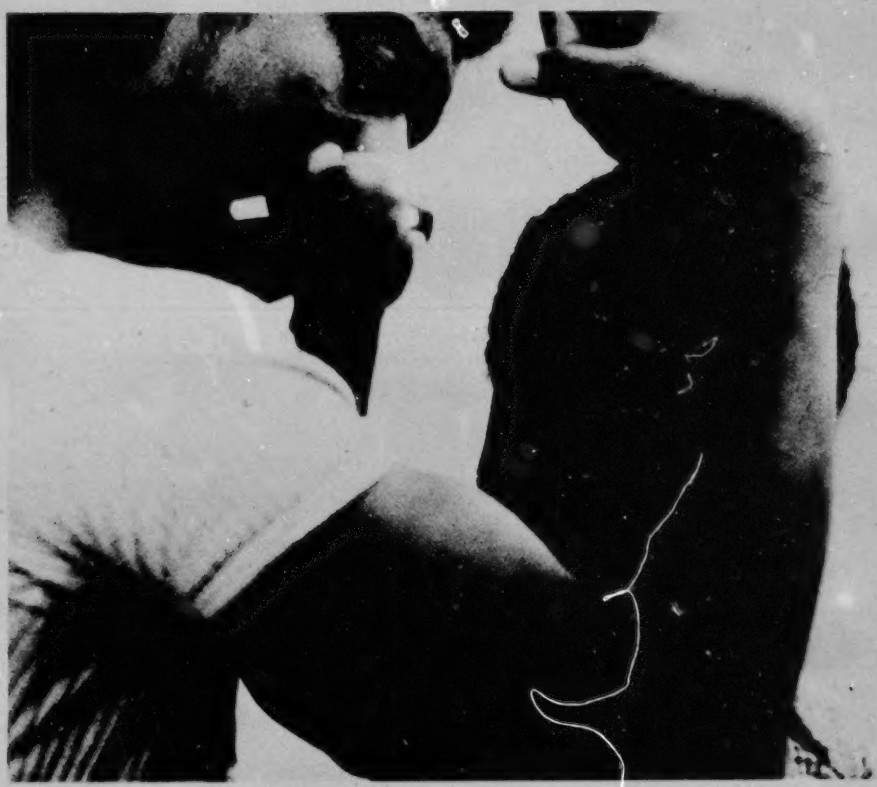
The *Exploring Childhood* curriculum is an exciting multimedia approach to learning about child development. Using a combination of personal experiences and remembrances of growing up, group decision, role playing, films, and recordings plus actual field experience working with children in family day care homes, the teens learn about children, human development, and families as well as increasing their own self awareness and gaining knowledge and parenting skills. They expressed enthusiasm for this combination of learning and field experience. Future plans are to further adapt the *Exploring Childhood* materials for use in parenting education with adults.

In June 1974, 22 teens from the local community applied and were interviewed for the one opening to bring the teen staff total to four to form two teams of two each. Craig Carr was employed. During the winter, the teens had worked with children in 20 different family day care homes, returning for second and third visits in many cases.

Space limitations of the storefront prohibit expansion of this aspect of the program. There simply is not space for more teens to participate in on-going training and to plan activities and develop and assemble materials.

Fall 1974, the family day care mothers program planning meeting took advantage of fine fall weather by scheduling picnics at Cow Meadow Park and Lido Beach to further explore the nature treasures. The October calendar noted the beginning of the third series of certificate classes, the Roosevelt Library story hours for preschool children and after school movies for school children; the Wednesday classes for day

care parents at the resource center, including workshops on cooking with children, getting involved in nature activities, a discussion on parents' feelings, and an exciting guided tour of the model farm part of the State University at Farmingdale.



Family day care mothers' interest in sex education for young children and sex stereotyping were addressed by Cooperative Extension agent, Judi Elkin, who had worked with the program increasingly during 1974. It is interesting to note the growing sophistication of family day care mothers as shown by their concerns in 1974. The resource library was expanded to include books that day care parents could borrow. Training programs had sparked interest in knowing more about child development.

Programs for 1975 include a vision screening clinic with materials and instruction for home screening of preschool children; a return trip to the Museum of Natural History, a child development specialist explaining the various aspects of perceptual development and what family day care mothers can do at home to stimulate this development; a follow-up workshop where participants have an opportunity to make games and toys that focus on perceptual development; an officer from the Nassau County Police Department discussing how parents can help protect children from child molesters; and a workshop on meeting the nutritional needs of preschool children. In February we began the fourth series of certificate training.

All programs at the storefront are based on needs and concerns of the family day care parents who identify needs and help plan the programs. Active participation is the way family day care mothers prefer to learn. Demonstrations, workshops, discussions, trips, verbal interaction and sharing are most used and most successful at the storefront classes.

Some family day care mothers like to teach each other. Programs are planned to capitalize on this willingness to share. Much unplanned learning occurs in informal interaction among family day care mothers. In the beginning, several meetings were needed just to provide informal interaction as family day care mothers opened up to each other and the staff.

Classes and workshops at the storefront are limited by the size of the classroom and playroom. Ten people can sit and work comfortably around the tables in the conference room; a maximum of twenty children can be cared for in the playroom.

Much individual learning occurs in conferences with staff at the storefront, or in family day care homes. Students and teen aides report care providers eager to learn, to participate.

The most structured program is the certificate course planned by family day care mothers, the pilot program staff, and Department of Social Services staff. Instructors soon learned the preferred action pattern for learning from reaction and evaluations. Changes were made in instructors based on the evaluations.

Modeling of attitudes and behaviors in child care by staff and other day care parents is often an important and effective way in which family day care parents learn alternate methods of dealing with children. There is no competition built into this pilot program. Motivation of participants to learn is very high.

Preparation by Staff

Preparation for workshops at the storefront resource center begins with in-service training for program staff. This insures sound, substantive content and methodology. If a resource person is to conduct the program, the family day care specialist works closely with the individual to identify the audience, their concerns and expectations, objectives of the workshop; they arrange for audio-visual equipment and materials needed, and mechanisms for obtaining feedback.

For every program, the staff publicizes it on the calendar and by flyer, obtains the materials and references, sets the stage. They prepare enrollment forms and tally them. In some cases, they may provide or arrange for transportation. The College fleet insurance policy covers program participants transported to the program. Written permission slips from parents are obtained for all trips. A record of attendance is kept in the log and individual card file of program participants.

The staff plan a program of activities and a snack for children who accompany family day care parents to class. Care givers stop by to view these experiences. A

large name tag is prepared for every child and affixed to his/her back; arrangements are made for identifying outdoor clothing and help given to small children. Extra supplies of disposable diapers, clothing, milk, juice and crackers are available.

The shelves in the playroom are carefully planned to show new ideas for play materials, nature and science activities, and books to the children and their care givers.

The coffee pot is always on at the storefront — a hospitality "must." Sometimes staff, sometimes family day care mothers, sometimes EFNEP aides, or home economists in nutrition and food programs provide a new snack.

Preparation by Learner

The family day care mother learner who participates in the program has extensive planning to do, also. She must obtain permission of the parents of the children to

take them to the storefront and written permission for trips. If the family day care home is within walking distance, children are instructed in safe walking procedures. If the family day care mother drives, or two mothers share car transportation, the children are instructed in safe behavior in a car. If she drives, there must be gas in the car; arrangements made for use of the family car; a ride found for the other workers in the family.

The care provider must note that each child's clothing is marked for easy identification, as well as any toys for sharing. Supplies of bottles, diapers and the like for infants and toddlers must be taken along. The children's and sometimes the family's noon meal must be planned and perhaps preparation begun before leaving for the family day care program. The children need to know where they are going and what they may expect.

During the program, the care giver needs to be available to the child who needs to know she's still there but in a different room; the child who may need to be held and reassured. Sometimes just a walk down the corridor and a look in the meeting room is all that's needed.

Kindergarten and first grade children may need to be taken to or picked up from school during the morning (Roosevelt is on split sessions), or arrangements made with the school bus driver for pick up or delivery to the storefront.

Coping skills of family day care mothers vary — more participate in summer, spring and fall programs than in winter.

Family day care mothers need to know what activities children participated in at the storefront so that it can be replicated and reinforced. Periodically, they give feedback to staff about the program, how they use information with children in their care, about next steps, needs and concerns.

Program Advisory Committee

The program advisory committee was conceived as one way of insuring that the program was meeting the need of participants and of promoting community support and understanding. During the first two years of program operation its membership was informally composed of seven interested family day care mothers, a parent using family day care and a community resident employed as an assistant to the director in the New York City Family Day Care Careers Program who had had experience working with advisory groups. The committee met infrequently but did play a role in program planning, interviewing and selection of the program aide, and choosing representatives to accompany the program specialist when there was an invitation to present the program to various groups.

The family day care mothers who were original members of the committee began to participate less regularly in weekly programs as socialization among them increased and they began to plan activities together. The committee and staff felt there was a need to include more recent program participants and develop mechanisms allowing for greater representation of the family day care providers in the community.

The committee agreed that the program specialist would send a letter to all of the day care parents on the mailing list living in Roosevelt, Uniondale and Freeport inviting them to join the advisory group. Fifteen persons responded including several original committee participants and the first of regular monthly meetings was held in January 1975. The members clearly are more prepared to assume a leadership role at this point in the development of the program. Plans are to develop a set of guidelines for the operation of the committee, membership, and functions. Work has already begun on a local directory of day care providers to be compiled and distributed by the committee.

Linkages to Community Support System

An objective of the pilot program is "to explore the coordinating and leadership roles Cooperative Extension should play in linking with agencies responsible for comprehensive child care in the community."

During the exploratory program, summer 1971, and during the first six months of the pilot program, it was established that very little was known about family day care providers; that the majority of them were isolated, did not know each other, and were not linked into the network of human services in Nassau County.

Department of Social Services

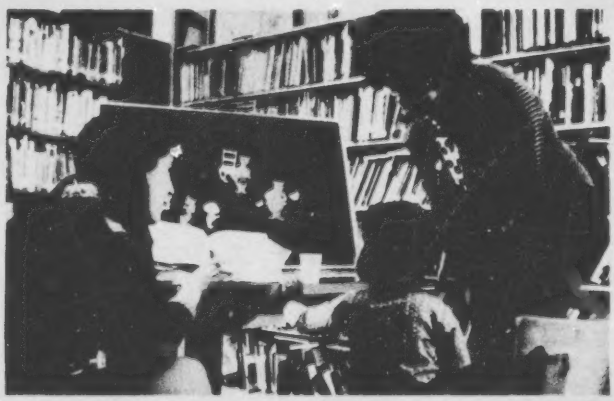
Responsibility for child care and child protective services in Nassau County rests with the county Department of Social Services. Program linkage with the department has progressed from polite interest but little beyond verbal support when the program began, to active continuing cooperation.

Some of the ingredients in this success story include: keeping the Department of Social Services commissioner and staff informed during every phase of program development, maintaining a non-threatening approach, respecting the policy of confidentiality

regarding names of family day care mothers, including Department of Social Services staff in all program announcements, capitalizing on interest of case workers at each step as they began to replicate program, being receptive to the family day care mothers' suggestion that the pilot program staff and Department of Social Services staff cooperate in developing a training program, being willing to listen to the Department of Social Services' frustrations in a bureaucracy, helping Department of Social Services staff who had no background in early childhood education learn along with the family day care mothers. Case workers increased their understanding of family day care mothers' need for feelings of self worth and respect, need to communicate with other family day care mothers; learned to share skills, concerns, and resources; and have begun to develop a cooperative rather than an autocratic relationship with day care mothers. In Nassau County, the Department understands the disadvantages of economic segregation when family day care homes are limited to accepting only children of Department of Social Services clients and endeavors to keep licensed homes open to all children needing care.

Libraries

After a visit to the storefront, soon after it opened, the local librarian offered to plan regular story hours for day care mothers at the library and gave the family day care program specialist teacher privileges at the library. The staff was allowed to borrow up to 50 books for a four-month period to be loaned to family day care



mothers. Special story hours for family day care are scheduled regularly now. Several family day care mothers who were unaware of the library's many resources now have library cards.

The growth of the family day care mothers' use of the library over two years is evidenced by the number of times the library has participated in Wednesday morning classes; by listing of library story hours and after school movies on the monthly program calendar of events and a notice encouraging family day care mothers to obtain the traveling story teller's summer calendar.

Day Care Council of Nassau County

The Day Care Council, Inc. is a voluntary, non-profit, membership corporation specifically and exclusively concerned with expanding and improving day care for children in Nassau County. A broadly representative group of professionals and lay people, it was formed to coordinate, assist, strengthen and promote day care services. Its emphasis is on the all-day care of children of working mothers, of children who cannot be cared for adequately at home, and of children who will derive special benefits from day time programs. It strives for integration of appropriate educational, social services, health and recreational programs which serve the best interests of children and help to strengthen family life.

Its membership is drawn largely from professionals and paraprofessionals in group care programs. Through one council there are opportunities for communication between group care workers and those in family day care. There is beginning recognition of family day care as a viable option for families. In 1974, the State Day Care Council became a co-sponsor with Cooperative Extension and the New York State Department of Social Services of a statewide family day care conference. Ms. Eleanor Kirk, the chairperson of the State Day Care Council is also the executive director of the Nassau County Day Care Council. Ms. Kirk and Ms. Barbara A. Pine were on the planning committee for the statewide conference.

Ms. Barbara A. Pine, family day care specialist, joined the Nassau County Day Care Council when she arrived in the county. She was asked to serve on the staff development committee whose purpose is to plan or locate low cost or tuition free college level credit courses for professionals and paraprofessionals in child care. Family day care mothers were recognized as child care providers, and four were accepted at Adelphi University in tuition free courses for child care workers. They completed the credit courses satisfactorily, and shared their learning with other family day care mothers and paraprofessional staff at the storefront.

The Resource Center for Early Childhood

The Resource Center for Early Childhood offers educational programs and consultant services to pre-

kindergarten school districts in Nassau County. This center's staff plans training in their facility and using a mobile training van in the community. Family day care program staff are invited to all programs.

Nassau County Parks and Recreation Department

The summer family day care program has encouraged family day care mothers to obtain Leisure Passes and to use the network of parks and recreation opportunities. Schedules of programs at the parks and the outreach program of the mobile units are made available to family day care mothers after they have participated in these activities as part of the family day care program. Previously isolated family day care mothers never ventured to the parks with their day care children; the programs were unknown to them. Now, they and the children participate regularly.

Early Childhood Education Council of Nassau County

The Early Childhood Education Council of Nassau County, an affiliate of the National Association for the Education of Young Children, is a non-profit organization whose members represent a broad range of early childhood programs in Nassau County from private nursery schools to public day care programs. The council's goals are to stimulate and support early childhood educational programs and to promote cooperation between all who work with young children in dealing with common issues. The family day care program specialist serves as a board member of this organization representing (for the first time) family day care. Since the creation of this board position, the council members have been able to learn more about family day care and the needs of family day care providers. With increasing understanding and communication some of the gaps between group programs and family day care are beginning slowly to close. Family day care parents were invited to attend the annual ECEC conference at a reduced rate of admission.

Police Department

Since the Nassau County Police Department has made a bus and driver available free of charge to the family day care program, the image of the police in the eyes of children and family day care mothers has improved. The driver participates in the program and is a helpful friend. The department has also provided a speaker addressing the subject of child molesters for a weekly meeting.

Public Health

Public health nurses who visited the storefront when it opened, offered to teach. Family day care mothers have asked for several classes on children's illnesses, which have been held. Family day care mothers now feel comfortable about seeking a public health nurse with whom to talk about health questions. They have also become more familiar with services available at the Health Department Clinic. The family day care program has provided care providers with a list of emergency telephone numbers and emergency procedures.

Mother-Child Home Program

This home visitor program, developed from the successful Verbal Interaction Research Project, teaches parents and children to interact with toys given to the parent. During 1974 the program was introduced in family day care homes in one area of the county. Staff alerted family day care mothers in Roosevelt to the program, the kinds of toys used, and provided the pilot program with surplus toys.

Neighborhood Youth Corps

Youth aides supported by Neighborhood Youth Corps funds have worked in the pilot program since summer 1973 when the first teen aide was trained to demonstrate in family day care home backyards. Since fall 1973, two teen aides have been supported by Neighborhood Youth Corps and assigned to the family day care program.

Distributive Education Program

A work/study program of the Roosevelt high school identified a teen interested in working with the family day care program fall 1973. The pilot program employs, trains, and supervises the teen aide.

Senior Community Service Project

A senior aide supported by the Nassau County Senior Community Service Project funded by the National Council of the Aging has been assigned to the pilot program since October 1972. Two were originally assigned, but one resigned for health reasons.

Family Day Care Careers Program, New York City

During a visit to the New York City Family Day Care Careers Program, we discovered that an assistant to the director of the program lives in Roosevelt. She is an active participant in the Roosevelt community and agreed to serve on the family day care program advisory committee.

Fire Department

Visits to the firemen housed near the storefront have helped dispel the children's fear of firemen originating during the time a pyromaniac was setting many fires in the community.

Cooperative Extension Programs

From the beginning, Expanded Food and Nutrition Education Programs have been closely associated with the family day care program. EFNEP families meet for classes at the EFNEP office next door; children who accompany them are cared for by the family day care staff at the resource center. The Extension home economists and aides have presented workshops for family day care mothers and teen aides. Some family day care mothers attend EFNEP classes. The emergency and loan closets are available to EFNEP families. Some older children in family day care attend EFNEP after school classes. Resource people from the center help with the EFNEP classes for pregnant school age girls, i.e., teaching classes on infant care and making developmental toys for infants and toddlers.

Youth Development 4-H staff have opened the world of nature study to family day care mothers who participate in the summer program. A few family day care mothers are Youth Development 4-H club leaders and attend classes at the Roosevelt office around the corner. The Youth Development 4-H staff with Human Resources program responsibilities are participating in a five-lesson in-service series, *Exploring Childhood*, presented by Education Development Center, for the family day care program.

Home economists in the adult Cooperative Extension program have taught classes in human sexuality, children's clothing, nutrition, and discipline for family day care mothers. Because family day care mothers usually have a ten hour work day, participation in traditional Extension program activities is limited to evenings or Saturday.

Interest in gardening and horticulture programs of the agriculture department has been growing since family day care mothers saw the Cooperative Extension demonstration gardens in Eisenhower Park, and the growing plants at the storefront.

Cooperative Extension family day care staff attend meetings about child care issues in the community. Contact and sharing of information is maintained with the staff of local child care agencies and those involved in nearby Suffolk and Westchester counties and in New York City through regular newsletter exchange and by staff exchange visits.

The family day care specialist frequently attends the home economics division staff meetings to insure program linkages.

Visible Success

The family day care resource center has given visibility, in an organized way, to family day care in Nassau County. The success is shown by the continued and growing participation of family day care mothers in the program, and the continued and growing support of the community support system. The sharing of names of family day care mothers licensed by the Department of Social Services, Department of Social Services staff participation in the storefront programs, their replication of parts of the program, and their cooperation in the development of

the certificate training course are other indicators of success.

It is encouraging to note that many of the elements in the pilot program are identified in legislation proposed by State Senate Deputy Majority Leader, William T. Conklin, and Assemblyman Richard Gottfried in a 1974 bill to improve the quality and availability of child care services throughout the state. Among the ten points in the proposed legislation is the requirement for local districts:

1) to improve family day care through training of day care mothers in nutrition, early childhood education and child development and, where appropriate, bilingual education;
2) to provide adequate supervision and provision of day care support services, including alternative personnel in emergency situations, group purchase of food and insurance, toys and other supplies and equipment;
3) to provide educational services to the children, including professional personnel, educational toys, books, and educational career mobility for the family day care mother;
4) to provide payment to family day care mothers for expenses for health, safety, education, training and pre-operating expenses necessary to fulfill the requirements of the program.

With group care of children curtailed by lack of federal funds and limited state funds, the attention of people in the State Department of Social Services with mandated responsibility to provide and license child care, has been turning to family day care. Liaison with the New York State Department of Social Services was established early in the development of the pilot program when Rosalind Silver, Senior Consultant, Child Care, of the Department of Social Services, accompanied Natalie D. Crowe, Jennifer Birckmayer and Barbara A. Pine on a visit to the family day care program of the Women's Educational and Industrial Union in Boston. As a result of continuing communication, Barbara A. Pine and a family day care mother are consultants with a group of representatives from family serving agencies, parents and family day care mothers, to the State Department of Social Services in reviewing and rewriting the state regulations on licensing for family day care. The acting director of the Work Incentive (WIN) program in the Department of Social Services is expanding family day care for children of parents enrolled in WIN programs. Barbara A. Pine is consultant to the Nassau County WIN program, one of four pilot programs in the state.

The first conference of Cooperative Extension faculty and the entire Department of Social Services family maintenance and family service staff took place in spring 1974. The objective was to identify points of contact and cooperation that exist, note problems, suggest places where cooperation and coordination might be beneficial to both, and to make recommendations to the Director of Cooperative Extension and the Commissioner of Social Services. A memorandum of agreement at the state level would remove barriers to providing educational programs to family day care mothers. However, change in administration in state government has delayed this.

At the New York State College of Human Ecology, there has been an increase in staff with Extension responsibilities. An early childhood team composed of Anne Willis, responsible for infant learning and infant care; Jennifer Birckmayer, responsible for early childhood education, effective parenting and child care programs; Robert Bookman, responsible for family day care, child development and training techniques; and team leader, Moncrieff Cochran, responsible for community support network programming (4C's, day care councils, Community Child Care Cooperative, etc.) has been formed. Three members of this team are members of the group reviewing and rewriting the rules and regulations for licensing child care with the staff of the State Department of Social Services.

Jennifer Birckmayer was named by former State Commissioner Lavine to his state advisory committee on child care. She reviewed the proposed rules and regulations for child care. Anne Willis and Jennifer Birckmayer have published guidelines for care of infants and children in migrant education programs in New York State. The guidelines, accepted by the New York State Departments of Education, Bureau of Migrant Education, and the State Department of Social Services, apply to family day care as well as group care.

Robert Bookman received funding from the College of Human Ecology public service/continuing education committee for a statewide conference on family day care sponsored by the New York State Advisory Committee on Day Care Service, New York State Association of Child Day Care Councils and New York State Cooperative Extension. It was held October 18 and 19, 1974. The conference goals as defined by the steering committee of which Barbara A. Pine was a member were:

- to share information about family day care providers, departments of social services, public and voluntary agencies and institutions;
- to facilitate communication between family day care providers;

- to provide practical ideas and materials for use in family day care homes;
- to support cooperation and coordination among all providers and agencies concerned with child care at the local and regional level.

The 183 conference participants consisted of 75 family day care mothers (7 from the pilot program), 55 state and local Department of Social Services personnel, 25 Cooperative Extension agents, 20 Day Care Council representatives, 4 representatives of state and federal agencies and 4 university faculty members. Six of the eight workshops on practical child caring concerns were presented by Cooperative Extension agents or faculty.

The conference and follow-up are under the leadership of Robert Bookman, Extension Associate, Human Development and Family Studies. One tangible spin-off is the organization of a statewide association of family day care providers built on new or strengthened county organizations. Communication between the three sponsoring groups and family day care providers has improved; a support network is being built.

Barbara A. Pine and two case workers from Nassau County Department of Social Services participated in in-service education on family day care for off campus staff held at the College in the fall and spring 1973–74. She was invited to participate in a community service education course, to speak to the College AHEA chapter about the pilot program. The director of Cooperative Extension invited Ms. Pine and a family day care mother to report to his State Advisory Committee. The dean of the College of Human Ecology invited her to speak to the College advisory committee.

The basic approach of the pilot program, involving and working with family day care mothers in the development of a program to meet needs as they perceive them, has influenced the approach at the state level, the College, and in the counties. Family day care mothers are involved as full participants in revising the State rules and regulation.

Students in the interdisciplinary courses on family day care and in a course designing play equipment at the College work closely with family day care mothers in their homes; they learn the care givers' needs and plan materials or equipment to meet these needs.

Faculty preparing teaching materials on feeding of preschool children include family day care providers as well as group care providers.

The students in the field study experience interact with family day care mothers before planning back yard play activities and before writing radio programs and a brochure.

County staff in New York State have accepted the principle of planning with family day care mothers when replicating parts of the pilot program.

Two counties have obtained special funding to provide training and support to family day care: Orange county with revenue sharing money and Schuyler county with Appalachian Regional Commission money. The Schuyler county program director has opened a Storefront Child Care Corner in Montour Falls; formed an association of family day care mothers who have been attracted to the Corner, begun to plan programs with them; enrolled them and other care givers in group child care as well as interested kindergarten teachers in credit courses at nearby colleges. Schuyler county is in rural upstate New York population 16,737 in 1970. The Orange county program resulted from the Extension home economist's leadership in the Day Care Council which requested revenue sharing money for training care givers. The director and the home economist visited the pilot program and are in the beginning phase of replication. In both counties, the communities are becoming aware of the value of family day care; those providing the care are improving self concept and learning the importance of their role in helping children learn, as well as them giving loving care. Orange County, population 221,657, is a suburban area about 80 miles north of New York City.

At this writing, five counties have established resource centers for child care givers and invited their participation in developing programs — Broome, Orleans, Monroe, Schuyler, Chenango.

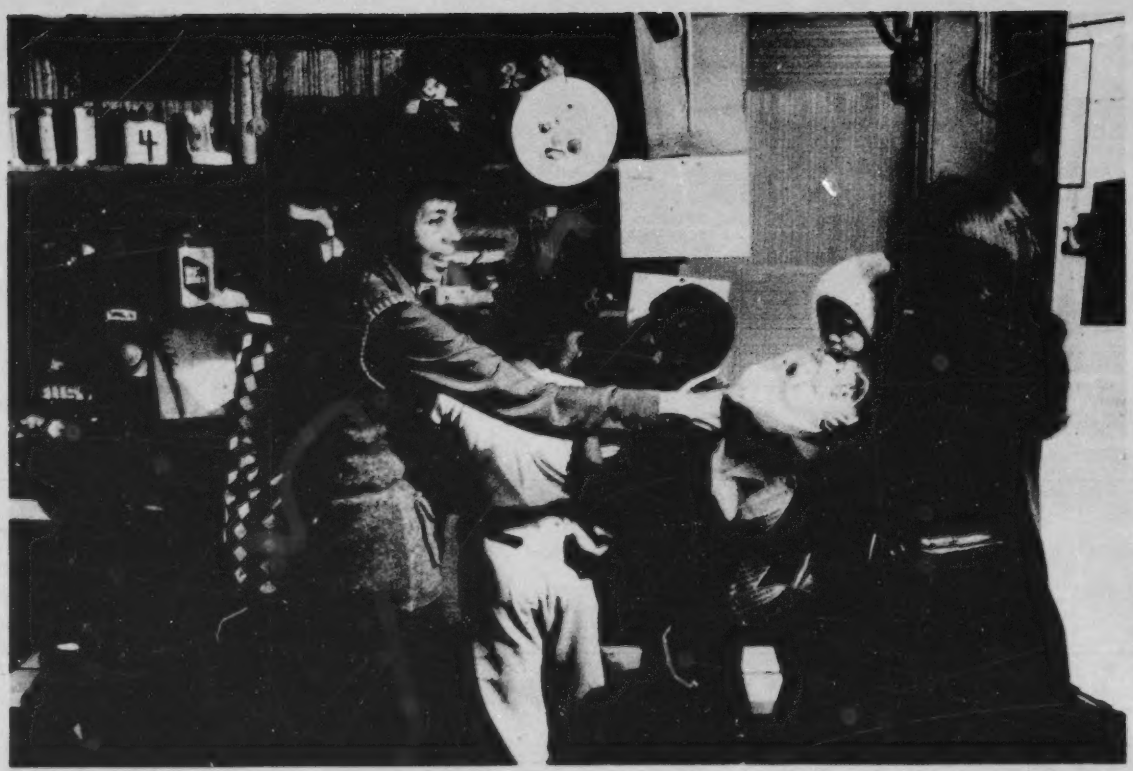
An increasing number of Extension agents are accepting leadership roles in coordinating community groups of providers and consumers interested in children, their care, and the support network for parents and children.

Extension staff have participated in planning and teaching programs for family day care mothers in Broome, Suffolk, Onondaga, Orleans and Westchester counties.

The Oswego County home economist in Youth Development 4-H is exploring ways to replicate the training of teen-aides with family day care mothers in incorporating this concept in the summer youth program.

Interest in family day care has increased among county associations and Cooperative Extension staff since the beginning of the pilot program. County associations are beginning to define positions to include responsibilities in child development, early childhood education, and effective parenting; the staff development groups are recruiting new staff with competencies to develop programs with family day care mothers; associations are committing more staff time to this program area. In Nassau county, a consumer education position was redefined to provide

staff with competency in child development, early childhood education, and education for parenthood. By filling this position, linkage between the pilot program and the ongoing Extension program is easier. Niagara and Onondaga counties now also have staff with almost 100% time commitment to this program area. In other counties, staff time commitment has been increased.



CHAPTER 6

The Evaluation of the Program

The evaluation of the Nassau County Pilot Day Care Program is presented in accordance with the multi-level approach of Claude Bennett, Extension Service - U.S. Department of Agriculture.[1] This approach conceives of a program as composed of facets operating on a hierarchy of levels. The levels are:

A. Inputs made

B. Activities performed

C. People involved

D. Reactions

E. Knowledge, attitude, skill change (KASA)

F. Practice change

G. Results achieved

The theoretical notions underlying and connecting these levels are illustrated by the following questions: To what extent was the intended program actually carried out? Will program clientele improve their relevant knowledge, attitudes or skills? Will this improvement be transferred to change in the behavior of the clientele or in the structure of the community? Will there be long-term benefits as a result of changes in clientele behavior or community structure?

Evaluation at the lower levels of the hierarchy *(inputs, activities performed, people involved)* considers the extent to which the conceptualized program was put into operation. The level of *reactions* considers the extent to which program development reflected clientele reaction.

The higher levels of the hierarchy consider the impact of the program. Evaluation on these levels is concerned with the immediate and longer range goals of the program.

This study is concerned first with evaluation at the lower levels of the hierarchy, because this is a *sine qua non* for evaluation at the higher levels. We have also evaluated the reactions to the program. In addition, we have tried to evaluate on the higher levels of knowledge, attitude and skills change, and on practice change.

The objectives of the program are restated below:

1. To design and test an informal continuing education program with family day care mothers.

2. To insure that the educational program and supportive services are designed to meet the needs of family day care mothers as they perceive them.

3. To determine the roles that Cooperative Extension can play as trainer of family day care providers.

4. To test the feasibility of Cooperative Extension in the role of broker between family day care providers and those whose children need family day care.

5. To explore the coordinating and leadership roles that Cooperative Extension can play in linking with agencies responsible for comprehensive child care in a community.

These goals will be related to the evaluation measurements as they are pertinent; the evaluation did not address itself to the "broker" goal of Cooperative Extension. To date, program staff is still engaged in the exploratory and early developmental stages necessary to underpin a solid broker system.

The terms, "family day care mother," "family day care provider," "care provider," and "day care mother," will be used interchangeably and refer to people who care for other people's children in their homes.

The evaluation is in three sections. Section I presents and discusses the sources of the data on which the evaluation was based. Section II presents and discusses the findings in the framework of Bennett's hierarchical model.[1] Section III presents additional information about family day care. The final section presents the conclusions of the evaluator.

SECTION I - SOURCES OF DATA

1. Design of the Study

Data for evaluation at the various levels of the hierarchy will be obtained from the following sources:

A. Program Records

Program records provided the necessary data for evaluation at the levels of *inputs* and *activities performed.*

B. The Log

A detailed log was kept at the storefront. Every contact made by a day care provider, licensed or unlicensed, in person or by telephone, was recorded. This log provided data for analyzing the extent to which the program components were used. A sample of the log can be seen in appendix 6b.

C. The Evaluation Questionnaire

An evaluation questionnaire was distributed to participants at the conclusion of the certificate training course. This questionnaire asked the day care provider for her reactions to the course in general and in particular, and for suggestions for future courses. A sample can be seen in appendix 10a.

D. The Knowledge Test

A pretest was administered to participants in the certificate training course at the start of the first session and at the end of the last session to measure the learning that had taken place. A copy of the test is presented in appendix 10b.

E. The Interview

An interview was developed to collect descriptive data about family day care providers, their child care behavior as they report it, their self-esteem *as day care mothers,* their attitudes towards day care as a career, the extent of their satisfaction with day care as a career, their perception of themselves as part of a day care network, as well as various reactions to other program components. It was hypothesized that as a result of participation in the program, there would be an improvement in all of these dimensions.

Because of the inherent problem of building trust between program practitioners and clientele in a new program of this kind, it was judged undesirable to obtain measures on the day care mothers as they became known to the program. Consequently, there are no benchmark data to serve as a basis for measuring improvement of program participants.

This limitation was dealt with by stratifying the sample according to the degree of participation in the program. The hypothesis, then, would be that if the program were effective, the greater the participation in the program, the higher the scores should be on the various measures.

Should this hypothesis be confirmed, there would be some evidence supporting the effectiveness of the program. Skeptics could still argue, however, that the "best" day care mothers are those who usually participate most in such programs, and that the relative positions of the day care mothers on the measures reflect the relative position that obtained prior to the program. That is, it could be argued that the program had no effect.

For this reason, it was decided to interview a comparison group of family day care mothers. The first thought was to use a comparison group of day care mothers in Nassau County who lived a distance from the resource center and who had not participated in the program. Unfortunately, the day care mothers who would have been available, were already receiving one program component, the newsletter. The possible spread of effect ruled this group out, and, it was decided to interview a comparison group of day care mothers outside of Nassau County.

Westchester County was chosen as a source for a comparable group of day care mothers. Both Nassau and Westchester counties are suburban; both receive continuing migration from New York City; and both have large populations of day care mothers.

The Westchester County Department of Social Services was cooperative and furnished us with their list of licensed day care mothers. Because we had access only to this group of care providers, all members of the Westchester sample are licensed. This contrasts with the Nassau group which is composed of both licensed and unlicensed day care mothers.

To provide statistical control during the analysis for initial differences between program and comparison groups, data on all variables deemed relevant was collected. Unfortunately, there always remains the possibility that all important variables differentiating the two groups have not been taken into account.

Incorporating a comparison group into the design would enable us to (1) consider differences between the two groups, (2) relate differences between the two groups to the point along the participation continuum of the program group where these differences begin, (3) relate differences between the two groups that hold even for the lowest level of program participation to a consideration of the Hawthorne effect. That is to say, we can consider whether there was an effect from essentially just knowing there existed a program for day care mothers.

In spite of the limitations in this design, it was felt that the dual approach of comparing the Nassau and Westchester samples of day care mothers in addition to analyzing the responses of the Nassau group as a function of degree of participation in the program would provide a reasonable though by no means defect-free design for hypothesis testing.

2. Sample Selection for the Interview

Analysis of the storefront log for the period of January 1973 through October 10, 1974, revealed a

total of 177 family day care mothers who participated in the pilot program. This total does not include the 96 parents who also participated during this period since we are making no attempt to assess program impact on parents.

The Westchester County Department of Social Services agreed to furnish their list of the names of 114 family day care mothers who lived in the southern half of the county.* The Westchester sample was chosen from this list.

A statistician was consulted in order to help determine the appropriate sample size for our purposes. Given the statistical comparisons we wanted to make, the desired precisions of our estimates, and the time and resources at our disposal, it was decided to select a sample of 64 day care mothers from Nassau and 48 from Westchester Counties.

The Nassau group was divided into six strata according to the degree of participation in the program. Each contact with the program was given a weight of one, except for telephone calls, single referral contacts, and use of the storefront playroom by children while attending EFNEP meetings (not a part of the family day care program). These contacts were given half a point each.

On the basis of this breakdown, the population of 177 day care mothers was divided into six strata from lowest degree of participation to highest as follows:

Group A N = 66
B N = 28
C N = 19
D N = 22
E N = 27
F N = 15

The statistician then suggested the following stratified sample be drawn so as to have the necessary population representativeness for each stratum:

Group A N = 15
B N = 11
C N = 9
D N = 10
E N = 11
F N = 8

The population in each stratum of the pilot program group was randomized, and telephone contacts were made. The desired sample sizes were easily obtained for every group except for Group B, where it was possible to obtain only seven of the desired eleven interviews. One extra interview was conducted in Group A, bringing the actual total of program group interviews to 61.

In group A, the group with only minimal contact with the program, 66 contacts were initiated in order to obtain the desired sample of 15. Actually, 16 were interviewed in this group. There were two refusals. Nine women were no longer family day care mothers; 32 could not be located; four were not at home; two were involved in program-connected jobs; and one was erroneously listed as a day care mother rather than a parent.

Of the 25 day care mothers in group B, only seven were interviewed. There was one refusal to participate. Three women were no longer day care mothers; 11 could not be reached; one was ill and could not participate at the desired time; one could not speak English; and one woman was not yet a day care mother.

A sample of nine was desired for group C. Seventeen calls were made. There were no refusals. One telephone number was incorrect; six women were no longer day care mothers; one mother was not at home.

Eighteen calls were made to obtain the sample of ten needed for group D. There were no refusals. One telephone number was incorrect; six women were no longer day care mothers; and one mother was not at home.

Fourteen calls were made to obtain the 11 mothers needed for group E. There were no refusals. Two telephone numbers were incorrect and one day care mother was not at home.

To obtain the desired sample of eight in program group F, nine day care mothers had to be called. There was no answer at one home. There were no refusals.

The Westchester list of day care mothers was randomized, and telephone appointments were made until the desired sample size of forty-eight was obtained.

Eighty day care mothers from the total list of 114 Westchester day care mothers were contacted in order to obtain the 48 desired interviews. There were eight refusals; three telephone numbers were incorrect; 14 day care mothers were not at home; four mothers were ineligible because they were already involved in groups; and, three mothers were not considered for interviews because they did not speak English.

Potential Westchester subjects were screened during the telephone contact so that any day care mothers who were involved with any day care program became ineligible for participation in the study. Nevertheless, it was discovered during the course of the interviews that five of the women who had been selected were, in fact, associated with some kind of family day care group. Their interviews had to be excluded from the study since they do not represent responses of day care mothers not exposed to the effects of a day care group.

* This section of Westchester County is most similar to Nassau County in population density, ethnic make-up, etc.

Thus a total of 43 Westchester family day care mothers are included in the interview sample.

All interviewees were compensated for their time at the rate of three dollars for each interview.

The interview is presented in appendix 10c.

3. A Serious Limitation of the Design for the Interview Study

A serious limitation arose about the meaning of comparisons between the program and comparison groups as to the impact of the program. During the course of the interview, we discovered that Westchester mothers were receiving a child care newsletter from Westchester County Extension. Since there is considerable concensus among child care specialists about the content of such newsletters, there is bound to be overlap between this input and the educational input of the program. Consequently, we cannot describe the Westchester sample as a group of day care mothers whose major difference with the program group is that of exposure to an educational family day care program.

4. Testimony of Personnel in Community Service Agencies and Program Participant Care Providers

The program leader interviewed personnel in relevant community service agencies to assess changes in community structure in relation to family day care as a result of the program. In addition day care mothers were interviewed about their reactions to the program. The interviews were tape-recorded with the consent of all involved. These testimonials are reported on the level of *Practice Change.*

SECTION II - THE FINDINGS IN THE FRAMEWORK OF BENNETT'S HIERARCHICAL MODEL

1. Findings

A. Inputs Made

The human and material resources involved in the execution of the Cooperative Extension Family Day Care Program activities were described in Chapter 4, "The Development and Conduct of the Program."

In this section, *Inputs Made*, the human and material resources for all on-site program components are presented in Table I along with their average annual costs which are based upon expenditures during the first three years of program operation. Table I is intended to give the reader hard data about costs as well as offer assistance to those interested in replication of all or some of the pilot program components. Total costs would depend upon staff and material resources available for commitment to a family day care support program. In addition, it should be understood by the reader that a pilot program requires sizeable expenditures not necessary in a replicating program, which are reflected in a complete report of funding, appendix 9. The outreach effort to potential clientele and the outreach effort to relevant community agencies would become an extension of an already ongoing program rather than a new effort. The consultant fees associated with development of the program become minimal now that a program model is available. The publicity surrounding a pilot program, numerous information requests and the reporting necessitated by the pilot nature of the program require considerable resources. These factors would not obtain if the program were replicated. And, most obviously, the commitment of resources associated with exploration and experimentation necessary in developing a new program is no longer needed now that a model is available.

TABLE I

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	Options for Replicators: employ retrain purchase	Options for Replicators: volunteers in-kind	Estimated Costs - Annual
Staff			• agency staff • graduate students in field placement • trained volunteer child care providers • family day care providers • child care center staff • youth volunteers from community • teen aged persons in youth development 4-H or other programs • youth agency funds state and local				
Professional	100% time - Cooperative Ext. Specialist	$13,991					
Paraprofessional	77% time - Supervising Program Aide	5,573					
Paraprofessional	77% time - Program Aide	5,270					
3 Teen-Aides	2 teen aged persons paid $2.00/hr. 12 hours per week for 40 weeks 30 hours per week for 8 weeks	3,880					
	1 teen aged person paid by Neighborhood Youth Corps - $2.00/hr. 10 hours per week - 40 weeks 25 hours per week - 8 weeks	-0-					
	Balance of hours paid from prog. funds	240					
Secretary	60% time - on NCCE staff payroll (paid under program contract with Nassau County Coop. Ext.)	3,655					
Senior Citizen Aide	50% time - paid by Senior Service Project - $2.00/hr.	-0-					
Storefront Resource Center	(All expenses paid under contract with Nassau County Cooperative Extension.)		• locate rent-free space in a: day care center church library school business other				
Rent	$190 monthly	$ 2,280					
Utilities	electricity and fuel oil - $40 average monthly	480					
Telephone	$30 average monthly	360					
Maintenance	floor waxing & window washing - $36/mo.	432					
Insurance	rider of NCCE insurance policy	60					

TABLE I (cont'd.)

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	Options for Replicators: employ retrain purchase	Options for Replicators: volunteers in-kind	Estimated Costs - Annual
Storefront Resource Center (cont'd.)	(purchase price divided by 3 years)		• rent or borrow audio-visual equipment from: school, library, business				
Equipment	furnishings and equipment for 3 rooms: meeting room, playroom, office		• purchase used equipment and furnishings at: yard sales, thrift stores				
audio-visual	instamatic camera - $50	$ 17	• check government surplus lists				
	16 mm projector - used - $150	50	• locate space in an existing community or child care center and borrow materials				
	carousel slide projector - $75	25	• cooperate with another agency and share expenses or buy in bulk cooperatively				
	screen - $35	12	• stencil or mimeograph training materials				
	cassette tape recorder - $45	15	• use only found materials for activities				
furnishings	table - borrowed from NCCE	-0-	• use free publicity sources; community calendars, bulletin boards, posters				
	10 stack chairs - $100/set	33	• form a telephone chain of family day care providers				
	vinyl couch - $150	50					
	desk - $100	33					
	2 file cabinets - $35 each	23					
	bookcase - $65	22					
	storage cabinet - $99	33					
	storage - wall unit built - $125	42					
	child's full-length mirror - $39	13					
	children's storage unit - $179	60					
supplies and materials	(purchase and use included under contract with Nassau County Coop. Ext.)						
	supplies for operation of storefront: lightbulbs, stapler, paper, rulers, scissors, cleaning materials, etc.						
	refreshments - coffee, juice, cookies						
	teaching and demonstration materials for training						
	materials for teen home visits						
	publicity expenses: paper, envelopes, stencils, postage, photographs	$2,881					

TABLE I (cont'd.)

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	Options for Replicators: employ retrain purchase	Options for Replicators: volunteers in-kind	Estimated Costs - Annual
Storefront Resource Center (cont'd.)							
Equipment (cont'd.)			• solicit donations of toys & materials from manufacturers, retail stores				
miscellaneous	air conditioner - $429	$143					
	fan - $17	6	• solicit donations of used toys, games & equipment and plan "fix-it" workshop				
	coffee pot - $12	4					
	hot plate - $9	3					
	refrigerator - $129	43	• ask local library for extended loan privilege				
	outdoor identification sign - $200	67					
playroom materials	includes books, games, puzzles, dolls, toys (most materials were donated)	100	• investigate local resources for free films & references: libraries, day care council, early childhood council, colleges				
Reference Library	includes books and pamphlets used by staff and loaned to family day care providers and parents; also includes a training film and several sets of filmstrips (for full listing see appendix 12)	300					
			• seek support of local organizations: League of Women Voters, Junior League, Lions Club, Rotary, Chamber of Commerce, National Organization for Women				
Loan Closet	consists of books, toys, games and equipment such as: playpens, cribs, high chairs, walkers, car seats						
	Most items were donated - used	-0-	• seek donations of references from publishing firms				
	The following items were purchased used from thrift shop:	$ 34					
	12 playpens @ $5 each		• plan workshops for parent-made materials				
	3 high chairs @ $3 each						
	8 strollers @ $4 each		• plan "cardboard carpentry" workshops to make equipment				
			(see equipment.)				

TABLE I (cont'd.)

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	Options for Replicators: employ retrain purchase	Options for Replicators: volunteers in-kind	Estimated Costs - Annual
Newsletter	4 sheet (7 pages and cover page) reproduced by photo-offset 600 copies printed monthly at an average cost of $35/month	$420	• duplicate with stencil • hand deliver • use penalty privilege or bulk rate mail rates where available				
	penalty privilege mailing	-0-					
	pictures - $10/month	120	• include paid advertisements or classified section				
Weekly Meetings			• charge nominal fee to cover costs				
Training Sessions & Workshops							
consultants	paid - $50 each or Extension faculty volunteer	$700	• find existing newsletter reaching parents & add family day care page				
supplies	(see supplies)		• seek financial support from: child care council colleges local businesses community agencies				
publicity materials (see supplies child care)	provided by paraprofessional staff						
transportation	provided by program staff & participants						
Trips to Community Resources			• use the many community resource persons available at no cost				
transportation	free police bus hired bus @ $60 per trip	-0- $240	• hold training sessions at a day care center and include children in classroom activities				
admission	paid by participants - usually free or reduced group rate	-0-	• assist participants to form carpools				
			• use public transportation; request group rates				
			• use school buses				
			• plan walking tours to nearby places of interest				
			• ask local schools and day care centers for information about trips they take				

TABLE I (cont'd.)

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	Options for Replicators: employ retrain purchase	Options for Replicators: volunteers in-kind	Estimated Costs - Annual
Certificate Training Course	8-week course offered cooperatively with the Department of Social Services		(See supplies and materials, appendix 12)				
	total 105 participants in 8 courses						
leaders	DSS and pilot program staff	-0-					
consultants	free community resource persons/ extension faculty	-0-					
child care	provided by staff of DSS and pilot program	-0-					
materials	estimated $5.00 per person - $525 total	$ 175					
certificates	500 printed for $40 or $.08 each	13					
graduation ceremony	pins - free from DSS						
refreshments & paper products	$25 each group; 4 groups = $100	33					
Office	space and equipment located at Coop. Ext. headquarters - financial reimbursement for use included under contract with Nassau County	$1,000					
furnishings	desk chair bookcase file cabinets						
equipment	telephone typewriter addressograph duplicator electric stencil	1,470					
supplies	paper envelopes stencils miscellaneous office supplies (see supplies for financial information)						
Travel	includes only local travel associated with on-site program	$1,392					
	professional - fleet car @ $96/month paraprofessionals - mileage - 11¢/mile						

B. Activities Performed

The activities performed in this program include informal meetings and workshops, distribution of a newsletter, the certificate training course, trips, the summer lunch program, the advisory committee, referral service, teen-aide visits, playroom and storefront administration, and provision for child care activities during all meetings. They are described in detail in Chapter 5 of this report.

C. People Involved

The program objectives included determination of the role Cooperative Extension could play as trainer of indigenous family day care providers. A parallel objective was to design an informal continuing education program with family day care mothers.

Having indicated the nature of the program activities, it is desirable to indicate to what extent people were involved, and to consider the kinds of people who were involved.

1.) Numbers of People Involved

A breakdown of the Log indicates that 272 different people participated in the program during the period used for purposes of program evaluation (January 1973 through October 10, 1974).

The network of family day care, as it generally exists nationwide, includes at least as many unlicensed as licensed day care mothers. Where there is no formal family day care program, there are usually many more unlicensed than licensed care providers. A program involving only licensed day care mothers would be concerning itself with a very limited sample of the spectrum of family day care providers. The Nassau program hoped to include not only licensed but also unlicensed day care providers. Parents were welcomed into the program because it was thought that the ideal educational program would reach as many people in close contact with the child as possible.

Of the 272 people who were involved in the program, 57 were unlicensed day care mothers, 120 were county certified day care mothers, and 95 were parents.

An analysis of the Log for the period shows the following numbers of people involved in the various program components:

22 Months (1/73 - 10/74)	Total Attendance or Participation	Number of Different People*
Drop-in visits to storefront by family day care mothers and parents	293	155
Meetings (48) attended by family day care mothers	471	79
Trips (11) attended by family day care mothers	315	95
Summer lunches	411	57
Loan closet (210 utilizations) by family day care motners	318	67
Teen visits (60) to family day care homes	34	34
Certificate training sessions (24) for family day care mothers	207	41
Advisory Committee meetings (3)	4	4
Playroom use by parents attending EFNEP and 4-H sewing classes	59	21
Children in playroom program	2,857	
TOTAL	4,789	

* By June 1975 a total of 297 different family day care providers had visited and utilized the resource center.

Thus, for the 22 months, a total of 272 different adults participated in various program activities for a total attendance of 1,932. In addition, for the 22 month period, there was a total attendance of 2,857 children participating in the playroom program described in Chapter 5 of this report.

These participation figures do not include those people receiving the monthly newsletter. The newsletter is another program component that started in August 1973. It was sent to all those participating in the program at that time as well as all licensed day care providers in the county not associated with the program. As new people enrolled in the program, their names were added to the mailing list. As care providers in the county become newly licensed, their names, too, were added to the mailing list although they did not participate in the program. By March 1975, a total of 498 people were receiving the newsletter.

An attempt was made to assess the extent to which the newsletter was read. In the course of the interview, the question was asked,

> "Most of us receive mail that isn't personal. Many people throw it away without reading it. Do you recall receiving a Day Care Newsletter in the mail? (If "Yes," "Do you throw it away without really looking at it (or do you glance at it before throwing it away, or do you read it)?")

Ninety-two percent of the program participant responded that they read the newsletter; another four percent responded that they sometimes read it. Only two day care mothers did not recall receiving it.

2.) Kinds of People Involved

In the course of the interview, descriptive data were collected on the sample chosen for the study. The sample was chosen in such a way as to be representative of the population from which it was drawn.

Table II presents descriptive statistics about the program day care mother. The average program day care mother was in her thirties, had been graduated from high school and had 2.7 children of her own. She had been in family day care for 4.8 years, and had been a resident of the county for 41 percent of her life. At the time of the study, she had an average of two or three day care children in her home. The occupation of the major family wage earner was on the level of skilled manual employees, according to Hollingshead's Occupational Scale.[2]

For purposes of comparison and to enlarge descriptive statisitics about family day care providers, Table II also presents similar information about the Westchester sample. It can be seen from Table II that the average Westchester day care mother was older and somewhat less well-educated than the program mothers. In addition she was less favored economically, judging from the occupation of the main wage earner in the household.

Differences between the two samples on these characteristics were taken into account in our analyses and controlled for statistically. The samples were similar in racial composition.

D. Reactions

1.) Reactions to Certificate Course

Reactions to the certificate course were solicited through an Evaluation Questionnaire (appendix 10a). The 37 day care mothers responded to the questionnaire at the close of the first two certificate courses.

Reactions to the course as a whole were positive; specifically, 36 of the 37 reactions were positive. The first five looked at by the evaluator are included here, as representative of the remaining 31:

> "Very interesting and stimulating, and I really looked forward to each session."
>
> "Fantastic. I enjoyed it so much. I'm sorry to see it end."
>
> "Very informative as well as interesting."
>
> "A good experience. My understanding of the problems these children face has broadened. It also developed us to be better parents for our own children."
>
> "Great!"

The one negative comment was, "It was not really geared to our needs at this time."

Since one objective of the program was "to insure that the educational program and supportive services are designed to meet the needs of family day care mothers *as they perceive them*," specific suggestions for improvement of the training course were asked for in the questionnaire. The responses were considered as data for planning future sessions.

Another set of reactions to the certificate course was available in the responses to the "Additional Comments" section of the questionnaire. These comments were very positive, and ranged from glowing praise of the program to requests for a more expanded program. One example, typical in its content but singular in its expression, is reported here:

> "I really felt that when we started the group sessions, I realized my worth. Up until then I wasn't sure what I was. I felt I was more than just a baby-sitter. But not knowing how anyone else felt, I didn't really know for

TABLE II

Descriptive Statistics, Nassau and Westchester Day Care Mothers*

	Nassau Mean	Standard Deviation	Westchester Mean	Standard Deviation
Age **	3.0000	0.8367	3.6300	1.0000
Education ***	3.4754	1.1490	2.8837	0.9312
Number of Own Children	2.7000		2.5000	
Years in Day Care	4.7800	7.1500	4.6100	3.9591
Percentage of Lifetime in County	0.4116	0.2855	0.6514	0.2989
Occupation of Major Wage Earner in Household ****	3.1475	1.4240	2.4884	1.1206

* Based on sample of 104 day care mothers chosen randomly for interview.

** 1 = below 20
2 = 20 - 29
3 = 30 - 39
4 = 40 - 49
5 = 50 and over

*** 1 = below grade 7
2 = grades 7, 8, 9
3 = grades 10, 11, 12
4 = post high school

**** Hollinghead's Occupational Scale, see August B. Hollingshead and Frederick C. Redleck, *Social Class and Mental Illness*, John Wiley and Sons, New York, 1958, pp. 398-407.
1 = low, 6 = high, direction changed for statistical analysis.

sure what social services wanted of me. Now I know what is wanted of me, and I'll go out and fight for it."

"The Beginning"

2.) Other Reactions to the Program

By March 1973, three months after the opening of the program, we tried to get reactions of program participants. A letter with a preference check list (see appendix 6d) was sent to all participants. Based on these responses, four workshops were conducted: "The Topics of Business Concerns — Keeping Records, Income Taxes and Deductions, Insurance;" "Creative Activities for Children in Family Day Care Homes;" "Feeding Little Folks;" and "Parent-Made Materials for Creative Learning."

A special planning meeting was held in October 1973. Program day care mothers participated in this meeting and as a result, program activities reflected their expressed needs. These activities are described more fully in Chapter 4 of this report.

The program advisory committee is a group through which participant reactions can be assessed. It is composed of program family day care mothers, one parent using family day care, and a community resident who gained expertise in working with advisory groups from her job in the New York City Family Day Care Careers Program. This group met infrequently, but played an important role in program planning and also in interviewing and selecting the program aide.

Reactions of the day care mothers to the teen-aides may be deduced from their behavior during the teen visits. Although the teen-aide program was conceived of as an educational support that also offered a respite to family day care mothers, 90 percent of the day care mothers were either intent observers or active participants in the activities initiated by the teen-aide.

The attendance frequencies at the various program offerings is related, of course, to reactions to the program as a whole. The chart on page 52 of this Chapter, then, represents another kind of "reaction" to program components.

In response to a question from the evaluator, the program specialist talked with program family day care mothers as well as members of relevant community agencies to get additional reactions to the program as a whole. These informal conversations were taped with knowledge of all concerned.

The specialist asked several program day care mothers, "How do you think that the program has affected you as a day care mother?" Some of the responses are quoted here:

Day Care Mother #1: "I think the program has given the day care mother a status of professionalism. It's not just as a baby-sitter that people refer to us. It has given us a place to meet and air some of our views and problems . . . I felt isolated before I got involved with the storefront. Now I feel a part of the organization . . . I feel that I'm a part of something better than just a baby-sitter, let's put it that way. It has given me a sense of significance."

Day Care Mother #2: "I feel that since becoming affiliated with the Resource Center, I have been more aware of the facilities available in the community for day care mothers. It has made me more aware of the concept of being a better day care mother. You're able to feel at ease. You know more people and I feel that being associated with the group has made it possible to feel more at ease in doing my job and being aware that there is a place to go in case I need more help."

Day Care Mother #3: "When someone asked me what I do I say, 'I'm employed by the Nassau County Department of Social Services. I'm a certified day care mother . . . There's a feeling you have when something becomes important for you."

In addition, one care provider sent an unsolicited letter to the program specialist which we reproduce here:

Dear Barbara Pine,

On behalf of myself, husband, my natural children, and my day care children, we are concerned about the future of the Resource Center run by you and your staff here in Roosevelt.

The Center is a place that has given us an awareness of communication. It has helped us in many ways — as a learning place, as the third hand we needed, as a place where concerned day care mothers could come with their children to discuss and air their views on anything that would improve their relationships as far as Family Day Care was concerned.

I have been a Family Day Care mother since Eugene Nickerson was in office and there was no such place.

To have the Center closed now or in the future would be a disservice to the day care mothers and to the community.

We are behind you 100%.

Respectfully yours,
[A Day Care Mother]

Several members of relevant community agencies were also asked for their reactions to the program. One caseworker from Department of Social Services responded,

"I've really come to know day care mothers. My respect for them has increased one-hundred-fold after having met them and really seen what they do, and I have learned from them . . . We have a much better relationship now [since the start of the program] with our day care mothers."

Eleanor Kirk, Executive Director of the Day Care Council of Nassau, responded to the question of reactions to the program as follows:

"I think the program at the Resource Center has been a prototype that could be either modeled as is, or could be adapted. I think one of the exciting things about it is that it has an adaptability to be used in other kinds of programs, or maybe other kinds of support systems — to be the hub around which other family day care homes could gather so they could combine the same kinds of resources that she (Barbara Pine) has been able to develop.

"The training program is something that has been praised and lauded throughout the county as well as the state ... the Cooperative Extension Family Day Care Program helps identify resources for family day care mothers. The training brought in outside resources. They have a second level program going now in cooperation with social services; they work closely with Cornell in various ways so they have a whole support network across the state that they can use, and in addition, the materials that Cornell can produce. In addition they have a network around the state of all the Cooperative Extension agents who can learn from all the things in the program.

"One of the great losses to Nassau County is the fact that there is no funding in sight for the extension of this program — whether extension on the basis that it is now, or extension of an adapted program to see how such a program can be adapted perhaps with less monies in other communities which might not have pilot funds ... It would be an exciting development and I wish I could participate in it in some small way, but I can't unless Barbara Pine stays here and helps develop it."

Responses of community agency personnel were also taped, and will be reported on the level of Practice Change.

E. Knowledge, Attitude, Skill Change (KASA)

1.) Knowledge Change

a. Certificate Training Course

The eight-session certificate course was one method of approaching the objective of designing an "educational training program with Cooperative Extension in the role of trainer."

The immediate goal of the course was to increase knowledge, and an instrument was designed to evaluate the extent to which this objective was met (see appendix 10b).

The 15 items in this instrument were developed directly from tapes of the sessions by the evaluator. Items judged by the program specialist to be most relevant were retained. The instrument was tested on a group of Nassau County mothers and a group of day care mothers in Elmira, New York. Those items which showed the greatest discrimination, according to the formula presented in Ahmann and Glock,[3] were used in the final version of the instrument.

Accordingly, the final instrument was given as a pre-test before the start of the first lecture in the series, and as a post-test at the conclusion of the last lecture in the third training course. Participants showed a statistically significant improvement in their scores ($p < .05$).

b. Impact of All Educational Inputs

The certificate course represents a more intensive method of approaching the educational objective than the other methods followed. Other educational vehicles consisted of weekly informal lectures, trips and workshops as well as the newsletter, and visits to family day care homes by teen-aides. These vehicles were not tested in their individual effectiveness in changing knowledge *per se*.

Instead, an attempt was made to assess the overall impact of all the educational inputs of the program. We wanted to make this assessment on the level of practice change, thus reflecting the more meaningful goal of the educational program to influence behavior.

The possibility of making observations in the day care homes was raised as an appropriate method for measuring behavior. The program staff, in consultation with the Advisory Committee, however, decided that day care mothers would not be comfortable in an observation situation, with adverse effects both on the representativeness of the observation, and on the program-clientele relationship. Consequently, it was decided to rely on an interview procedure. The interview schedule is in appendix 10c.

One section of the interview schedule contains a set of twelve questions relating to child behavior. The interviewer presented each question separately along with a relevant picture to the day care mother. The picture illustrated, in a general way, the situation described in the question. It was expected to serve as a visual cue to make the situation more real, and, therefore, one into which the day care mother could project.

The extent to which this technique approximates actual behavior is debatable. The day care mother knows she is being interviewed, and, therefore, may be tempted to respond to her conception of the "right" answer regardless of how she actually would behave in the situation being described.

Although we would like to present these data on the level of *practice change*, a more conservative approach is to present it on the level of *knowledge change*. But, this measure of knowledge change is quite different from that of the instrument used to measure knowledge gain in the certificate course.

These questions measure knowledge on the level of *application*, as defined by Bloom, *et al*, in the *Taxonomy of Educational Objectives*.[4] Bloom describes the application level of the taxonomy as "the use of abstractions in particular and concrete situations other than those in which the abstractions were initially encountered." Thus the effectiveness of an educational course or program is appraised by the extent to which knowledge can be applied by the learner to situations that are different than those in which the concept was originally presented and studied. The interview questions and the context in which they were presented represent a situation different than those in which the relevant concepts were originally presented and studied. We have no measure of the extent to which the responses to the interview questions would correlate with actual behavior. Therefore, we present these findings on the level of KASA.

These child care questions reflect the educational objective of the program. They were developed in order to assess the day care mother's understanding of and behavior related to the physical, social, emotional, and cognitive needs of children. They were also developed in order to assess the extent to which family day care mothers assist the parent to identify and deal with matters of mutual concern.

The ten child care items were developed cooperatively by the program specialist, the evaluator, and Judith Elkin, CSW, Nassau County Cooperative Extension Agent: Home Economics, Child Development, Child Care. They were shown to two faculty members of Cornell University, experts in child development, for assessment of their validity for the purposes of the study. Subjects for pretesting were family day care mothers in Tompkins County and in Elmira, New York. It would have been preferable to pretest these questions on subjects from areas more similar to Nassau County, but time and geographical constraints made this impossible.

A coding scheme for the responses to the child care questions was developed by the evaluator in consultation with the Nassau County Cooperative Extension agent. The inter-score reliability according to the Pearson-product-moment formula was .854.

The responses to the ten child care questions were analyzed as follows: First, a stepwise multiple regression procedure where the level of participation in the program was treated as an independent variable was performed (see appendix 11a, Table). This enabled us to see the extent to which the degree of participation in the program accounted for the subjects' responses to the questions.

Secondly, analyses of covariance were performed to determine the extent to which participation in the program accounted for differences between the Nassau and Westchester samples' responses to the questions, after controlling statistically for differences between the two groups on the other independent variables (see appendix 11b, Table).

Thirdly, a similar series of analyses of covariance was performed comparing responses of the program and comparison groups as follows: (1) where program was defined as the upper four participation groups (groups C, D, E, F) (see appendix 11c, Table); (2) where program was defined as the upper three participation groups (groups D, E, F) (see appendix 11d, Table); (3) where program was defined as the upper two participation groups (groups E, F) (see appendix 11e, Table); and (4) where program was defined as only that group of day care mothers who participated most often in the program group (group F) (see appendix 11f, Table). When no significant differences were found between the program and comparison groups, these analyses tested at what point along the participation spectrum such differences might be found.

In addition, another set of analyses of covariance was performed for dependent variables found to be statistically significant in the overall comparison of Nassau and Westchester. These analyses considered whether these statistically significant findings would continue to be found when comparisons were made between Westchester and increasingly lower-participation Nassau groups. Thus, comparisons were made where program was defined as (1) the lowest five participation groups (see appendix 11g, Table); (2) the lowest four participation groups (see appendix 11h, Table); (3) the lowest three participation groups (see appendix 11i, Table); and (4) the lowest two participation groups (see appendix 11j, Table).

The ten child care items are presented in appendix 10d.

The results are as follows:

1. The degree of participation in the program was not significantly predictive of the responses of the day care mothers.

2. Program mothers responded significantly better than the comparison sample to child care question one ($p < .01$). This was true regardless of the extent to which the day care mother had participated in the program.

An analysis of the content of the responses to question one revealed that both samples understood that diaper rash should be attended to, and that both samples suggested appropriate action. The program group, however, more often expressed its understanding of the need to coordinate the appropriate action with the natural parent.

3. There were no statistically significant differences between Nassau and Westchester counties on the nine other child care items.

It is difficult to explain the paucity of statistically significant findings. We do know that the program day care mothers who were exposed to the certificate training program significantly increased their knowledge. An analysis of only the responses of program participants in the training program in comparison with the Westchester sample revealed no new significant findings (see appendix 11k, Table). One interpretation, of course, is that the program mothers were unable to apply the knowledge they learned when in situations different from the learning ones.

Another possible explanation is related to the overall nature of the responses. In general, they were of high quality, indicating good child care. The failure to get higher scores usually resulted from a failure to recognize certain desirable elements, but rarely was this failure accompanied by responses that would be classified as destructive to the child. Perhaps the additional education secured by the program mothers strengthened and reinforced the high level of child care already given by women who are family day care mothers. This is an hypothesis that needs to be tested after an appropriate passage of time.

A third possible explanation for the findings lies in the fact that the Westchester sample was receiving a child care newsletter from Westchester County Cooperative Extension. This could imply that the educational input from the newsletter was sufficient to wash away differences between the two samples.

In the absence of pre-measures, we cannot know how comparable the Nassau and Westchester groups were at the start of the program. It is possible that the Westchester group was performing at a higher level than the Nassau group to begin with and that the program served to improve its participants to the level of the Westchester sample.

It is possible, for example, that the social ecology of Westchester County is such that an informal network of friends, neighbors, and relatives through which child care information and practices are transmitted is characteristic. It might be, on the other hand, that the family day care mothers in Nassau were much more isolated, and that the program filled the gap created by the lack of an informal network. The difference in zoning practices in the two counties may be significant. It is common to find multi-family housing units in Westchester County. Nassau, on the other hand, is generally composed of one and two family dwellings. These suggested explanations would not, however, account for the failure of the program sample to reflect differences in responses as a function of degree of participation in the program.

2.) Attitude Change

a. Attitude Toward Family Day Care

Part of the educational objective was to change attitudes toward family day care. It was hypothesized that program day care mothers would feel more positively towards family day care in itself and as a career than day care mothers not associated with the program.

Attitudes towards family day care were tapped in part by the following questions in the interview schedule:

1) How well do you like being a day care mother? Mark an "x" on the line wherever your feelings about being a day care mother fit best — anywhere along the line. The day care mother then places an "x" along a line which is illustrated below:

1	2	3	4	5	6	7
I hate it.			I think it's all right.			I love it.

The mean response for the program sample was 6.1902 with a standard deviation of .9964. The mean response for the Westchester group was 6.2791 with a standard deviation of 1.223. The analyses of covariance showed that the differences between the two groups were not statistically significant. The multiple regression analysis showed no significant difference among program mothers as a function of degree of participation in the program.

2) Which of the following statements is closest to your feelings about family day care as a career?

1. I plan to stay with family day care as a career.
2. I will look for a different job when my children are older.
3. I'd like to work in another area of child care.
4. I might look for a different kind of job in the near future.

The question was coded into three categories of response forming a hierarchy of value. Option 1 was considered the highest option; option 3 was considered second; options 2 and 4 were combined into one category, the lowest option.

The mean response for Nassau was 2.0656 with a standard deviation of .9538. The mean for Westchester was 2.2326 and the standard deviation was .8954. The differences between the two groups when taking into account the covariates were not significant; nor was there a significant difference in responses to this question among program mothers as a function of degree of participation in the program.

In general, it can be seen that family day care mothers express a high degree of satisfaction with

being a family day care mother. It can also be seen that there is a wider range of response when it comes to the question of family day care as a career. This is not surprising when one takes into account the pay scale for family day care mothers in relation to the time, energy, and involvement expended.

It was assumed by program leaders that non-program family day care mothers frequently perceive their jobs as "baby-sitting" and therefore having a questionable occupational status. It was hypothesized in this connection (1) that program day care mothers would be less tolerant of parents who exhibited a pattern of lateness in picking up their children at the agreed-upon time, when compared with mothers not associated with the program and (2) that program day care mothers would be more likely to take a vacation than non-program day care mothers.

The following question was asked in relation to the "late" parent: "Mrs. Jones has been coming to pick up her child about a half-hour late for several days. Would you consider it a problem? What if anything would you do? (If respondent says she considers the lateness a problem, but that she would do nothing, she is asked, "Why wouldn't you do anything about it?") The latter follow-up question was intended to screen out those mothers who recognized they were being imposed upon, but were fearful about losing the care of the child and the attendant income should they protest. There were no responses, however, that fit into this latter category. The Nassau sample had a mean response of 1.54 on a scale of one to three. The standard deviation was .818. The Westchester sample had a mean response on this question of 1.54 with a standard deviation of .793. The analyses of covariance showed no statistically significant difference between the groups.

The multiple regression analysis, however, showed that program day care mothers tended to respond appropriately to this question in accordance with their degree of participation in the program ($F = 8.228$, $p < .01$). The more frequently program clientele participated in the program, the more likely they were to recognize and act upon the recognition that family day care is an occupation with prescribed hours and not an informal "neighboring" arrangement. This would suggest that the Nassau and Westchester groups would not have been equivalent on this dimension had they been measured at the start of the Nassau program. This evidence would further suggest that the program tended to change the perception of the occupational status of family day care mothers.

The two samples were also asked if they took vacations. Sixty-two percent of the Nassau group did, in fact, take vacations (standard deviation .4887). Fifty-five percent of the Westchester group vacationed (standard deviation .5025). The difference between the two groups was not significantly different nor was there a significant difference within the program group as a function of degree of participation.

b. Self-Esteem as a Day Care Mother

As a program develops, it is not unusual for program leaders to notice side effects. This was the case with the Nassau program. Statements such as the following were made by program leaders, "Our mothers feel good about themselves; they have a different sense of themselves in relation to what it means to be a day care mother; they're more sure of themselves and of what they're doing."

This description is similar to commonly-found definitions of the trait of self-esteem. For example, Coopersmith defines self-esteem as a "personal judgment of worthiness that is expressed in the attitude the individual holds toward himself."[5] Most theorists and investigators would agree with the description of high self-esteem presented by Coopersmith: "Individuals with high self-esteem have confidence in their perceptions and judgments and believe that they can bring their efforts to a favorable resolution. Their favorable self-attitudes lead them to accept their own opinions and place credence and trust in their reactions and conclusions. This permits them to follow their own judgments when there is a difference of opinion. The trust in self that accompanies feelings of worthiness is likely to provide the conviction that one is correct, and the courage to express these convictions."

Naive psychologists might say that it is possible for a person to feel a certain degree of self-esteem in one area that is of different degree than the individual feels in another area. In addition, it might seem reasonable to assume that an individual's feelings of self-esteem in a particular area might be at variance with his general level of self-esteem. These questions have yet to be empirically resolved. Insofar as the day care program is concerned, program leaders do not presume to have made fundamental improvements in the global self-esteem of program participants. It seems a great deal to expect that involvement in a program for some months or even for two years, at maximal levels of participation, would lead to fundamental personality reorganization. We simply hypothesize that day care mothers in the program will have a higher self-esteem *as day care mothers* as a result of involvement in the program.

In view of the limited nature, then, of the expected effect, and in view of the absence of any validated measures of global self-esteem that could be modified, it was necessary to develop an instrument to measure self-esteem as a day care mother.

To develop such an instrument with item content validity, three steps were taken. First, program leaders were asked what they meant by their expectation that the day care mothers felt better about themselves as

day care mothers. Next, to gain a definition that would encompass all facets of self-esteem, we consulted the literature. Third, a clinical psychologist was consulted about the nature of self-esteem.

Program leaders offered statements to the effect that the day care mothers felt they were doing good jobs, and that they were doing worthwhile jobs. The literature offered a picture of self-esteem as defined previously in this section. The psychologist focused on the notion that a day care mother with high self-esteem as such, would feel capable and comfortable in her job, in her feelings about how she was performing, and in her feelings of how her performance was perceived by others. On the basis of these ideas, several drafts of instruments were developed; it was not possible, in the time available, to establish the construct validity of the instrument.

Drafts of the instrument were pretested on small samples of day care mothers in Ithaca and Elmira, New York. The final instrument to measure self-esteem as a day care mother was a balance of the earlier drafts that had the highest internal consistency according to the Hoyt-Stunkard procedure for determining reliability[6] (.59) and the demands of content validity. A copy of the final instrument is in appendix 11f.

Because pretesting in the development of the instrument was on limited and not necessarily comparable samples, and because it was not possible, due to time constraints, to test the construct validity, there are definite weaknesses in the instrument.

The instrument was administered as part of the interview. It showed an internal consistency of .873 for the program group, and of .812 for the Westchester group, according to the Hoyt-Stunkard[6] test for internal consistency.

The results showed that program day care mothers scored a mean of 5.672 with a standard deviation of 4.377 on the scale which ranged from a possible score of -10 to 10. The Westchester sample scored a mean of 6.4183 with a standard deviation of 3.607. The analyses of covariance showed no statistical differences between the two groups, nor was there any significant difference among the program participants as a function of degree of participation in the program.

One can only hope that the lack of significant findings is a result of the shortcomings of the instrument, and that the program was effective in raising the feelings of self-esteem of day care mothers of the participants. There is some evidence to support the original hypothesis that the self-esteem of day care providers would be raised as a result of the program. Statements of individual day care mothers provide some of this evidence. These statements were reported under the *Reactions* level of evaluation and are repeated here.

Day Care Provider #1: "I feel that I'm a part of something better than just a baby-sitter, let's put it that way. It has given me a sense of significance."

Day Care Provider #2: "You know more people and I feel that being associated with the group has made it possible to *feel more at ease in doing my job* . . ."

Day Care Provider #3: "When someone asked me what I do I say, 'I'm employed by the Nassau County Department of Social Services. I'm a certified day care mother . . .' There's a feeling you have when something becomes important for you."

Day Care Provider #4: "There *was* a time when someone would ask me that [what I do] and I'd say 'I'm just a housewife and mother.' "

The evaluation questionnaire provides some additional unsolicited data in relation to changes in self-esteem of the care provider. Though the 37 mothers who responded to the questionnaire were asked what they *did* that was different as a result of participation in training, four women responded that they were more confident of their ability to provide a good atmosphere for the children.

F. Practice Change

The interview and the evaluation questionnaire served as the data source for sections one through five on this level; it must be kept in mind, then, that we are relying on self-reports of actual behavior.

1.) Changes in the Home Environment

It was felt that fulfillment of the educational objective would be reflected in alterations in the child care environment as a result of participation in the program.

In this connection, the following question was asked:

"Have you found it necessary or desirable to make any changes in your home because of the day care children? Have you had to rearrange your home in any way? Have you had to add any new furniture or large items? Have you had to buy any toys?"

The responses to these questions can be summarized as follows:

Nassau - two mothers finished off basements for play areas; two mothers adapted their basements for a play area; one added a den for a play area; one added a table for the children; one added a bathroom in the basement where the children played and one kept newspaper around for the children, presumably because of its tactile attractiveness as a plaything.

Westchester - one mother moved a coffee table out of the living room to make play space; one added plants;

one bought a mirror; and one finished off the basement as a play area.

It appears from these results that the program group made substantial changes more often than the Westchester group. However, one must take into consideration the fact that the Westchester group may be less economically capable of making such changes. Using Hollingshead's Occupation Scale[2] and assigning scores according to the occupation of the main wage earner in the household, Westchester is significantly lower than Nassau ($t = 9.456$, $p < .01$).

There was no significant difference between Nassau and Westchester in the number of mothers who said they purchased toys. The fact that many program mothers also used the loan closet might suggest that they made a greater variety of play materials available to children.

The following question was asked in the evaluation questionnaire which was distributed at the close of the certificate course:

"What do you now do differently (in running your day care home - working with the children - with parents - etc.) as a result of participating in the training?"

Seven of the 37 day care mothers did not respond to this question, or said they were not doing anything differently. Six mothers indicated that they were allowing the children more participation in tasks that the mother had been doing herself, such as cooking, household tasks, and planning activities. One mother said that she now *listens* to the children. Fourteen women indicated that they now had greater understanding of the meaning and significance of children's behavior. Four respondents indicated that they could communicate better with the children's parents. One day care mother said that she found it easier to ask the Department of Social Services a question. One mother reported that she has now put medicines under lock and key. One day care mother said that she was playing new games with the children. Four women said they were more confident of their ability to provide a good atmosphere for the children. This latter response reflects a statement about increased self-esteem, and is reported in the KASA level of evaluation.

2.) Sickness and Emergency

Because one goal of the educational program was to provide support through the storefront by facilitating communication between day care mothers, it was hypothesized that program mothers would deal with sickness and emergency situations through this communication with other day care mothers, and, therefore, be less likely to turn the child back to the parent.

The following questions were asked in these latter connections:

"What arrangements do you make for the care of the children when you are sick?"

"If a medical emergency arose and you had to leave the children for a few hours, what arrangements would you make?"

In the case of sickness, 38 percent of the Nassau sample said they would call the parents. Forty-three percent of the Westchester sample responded that they would call the parents. This difference is not statistically significant, and our hypothesis that program care providers would be significantly less likey to turn the child back to the parents is not supported.

In relation to the question about an emergency, four and a half percent of the program mothers said that they would call the parents; five percent of the Westchester group chose that response. Again our hypothesis is not supported.

A consideration of the other responses to the two questions is interesting and suggestive. In the case of sickness, 26 percent of the Nassau group said they would call the storefront or other day care mothers. Nineteen percent said they would call on friends and neighbors. Only nine percent of the Westchester group responded that they would call upon other day care mothers; 43 percent said that they would call on friends and neighbors. (Seventeen percent of the Nassau group and five percent of the Westchester group said that they would call upon the Department of Social Services.) Thus, it can be seen that without any support program, the Westchester sample depends on an informal support network of friends and relatives. They are thus as able as the Nassau group to make arrangements for their day care children without disrupting the parents.

In the emergency situation, the responses follow a similar trend. Sixteen percent of the Westchester mothers relied upon other day care mothers and 76 percent said they would call friends and neighbors. Program mothers relied upon the support network of the storefront and other day care mothers 27 percent of the time. Sixty percent of the program sample relied on friends and neighbors. (Eight percent of the program group and three percent of the Westchester group said they would call upon the Department of Social Services.)

These results suggest that the support role of the Storefront Resource Center and the informal network of communication between day care mothers did contribute to the stability of day care, but that friends and neighbors filled that role, though to a somewhat lesser extent, for Nassau than for Westchester. This would lend support to our earlier discussion in relation

to the child care questions. In that discussion, we theorized that there may have been a considerable informal support network between child care givers in Westchester County, and that for some sociological reasons it did not exist in Nassau County until the pilot program. In response to both the sickness and emergency questions, it can be seen that Westchester mothers relied on other people they knew (including day care mothers) more than the Nassau sample, in spite of the fact that the program group was in a network of day care mothers. This difference was statistically significant only in the emergency situation ($z = 2.467$, $p < .05$).

Thus, there is some evidence that the pilot program provided a support in itself and in its liaison with an informal support network in a community that lacked such a network in the past.

3.) Care of Infants

It was also hypothesized that making appropriate equipment available to day care mothers who wish to care for infants but do not have the necessary equipment would result in more day care mothers accepting infants for care.

The following question was asked to test this hypothesis:

"A new parent wants you to take care of her infant. It has been years since you had babies in the house, and you don't have any of the equipment any more. What would you do?"

Twenty-four percent of the Westchester sample said they would turn down the infant as compared to 15 percent of the program group. This difference though in the hypothesized direction, was not statistically significant.

4.) Communication with Other Day Care Mothers

Since one of our support objectives was to facilitate communication between day care mothers, the following question was asked: "Do you know many other women in the county who care for children?"

It was hypothesized that as a result of the program, and in relation to the degree of participation, program mothers would respond affirmatively significantly more than non-program mothers. This hypothesis was confirmed. Degree of participation in the program was significantly related to knowing other day care mothers ($F = 8.370$, $p < .01$). In addition, Nassau mothers said they knew other day care mothers significantly more often than Westchester mothers ($F = 7.912$, $p < .01$). Additional analyses showed the logically consistent finding that this difference between the two groups was mainly because of the highest two program participation groups.

An additional part of the interview question about knowing other day care mothers asked, "Do you think there are quite a few day care mothers in the county, or do you think they are not too common?" It was thought by program leaders that without the support network provided and created by the program, day care mothers might not be aware that the occupation was a common one in the county. It was hypothesized that program mothers would change this perception, and that a non-program associated group of day care mothers would not. This hypothesis was not confirmed when the overall comparison was made between Nassau and Westchester. Nor was there a significant difference between program mothers in relation to their degree of participation in the program. When comparisons were made between the three highest participation program groups and the Westchester sample, the hypothesis was, however, confirmed. Eighty-four percent of program mothers correctly perceived the fact that family day care was a common occupation, while this was true of only 63 percent of the Westchester mothers.

The responses to these questions indicate that the objective of facilitating communication between day care mothers was reached.

(Technically, this question would have been presented on the level of knowledge, attitude, skill, change. Since it is closely allied to the earlier questions in this section, we include it here.)

5.) Use of Community Resources

One facet of the educational program was to help day care mothers become aware of and provide access to community resources relevant to the growth and development of children. It was hypothesized that program mothers would have used more community resources than non-program mothers. It had, in fact, been the observation of program leaders that community resources had previously been under-used, before the initiation of the program, because of lack of awareness of their existence and because of the transportation problems associated with taking trips with many children.

The following question was asked in the interview:

"Have you ever had an occasion to go to any of the following places with the day care children:

Library
Police Station
Fire Station
Cooperative Extension (If 'no,' have you heard of it?)
Parks
Playgrounds
Health Clinics

Beaches
Zoo
Fishing?"

There were no significant differences between program and Westchester mothers, nor was there a significant difference between Nassau mothers as a function of degree of participation in the program. The only exception to this lay in the responses to the Cooperative Extension component of the question. Cooperative Extension is the name by which the resource center is known in Nassau. Naturally, and by definition, program mothers knew of it and had contact with it. However, only two Westchester mothers responded that they had heard of Cooperative Extension — in spite of the fact that 69 percent of them said they read the newsletter that they were receiving and that is identified as coming from Cooperative Extension in Westchester.

The failure to get significant differences on the other components of the question may be because we neglected to ascertain how frequently the various community resources were used. In addition, although we controlled for the relationship between ages and children and use of particular community resources, we had no information on how geographic distance from home to community resources related to the two samples.

6.) Changes in Community Structure

In this section we will try to give a picture of the way the community has changed for the day care mother and for the agencies relating to her, as a result of the Cooperative Extension Family Day Care Program. Statements of various community service agency personnel have been excerpted from taped conversations. They offer testimony to the changes between Cooperative Extension and the Department of Social Services, between the Department of Social Services and the day care mothers, between other community services and the day care mother, and in the place of the day care mother herself in the community structure.

Eleanor Kirk, Executive Director, Day Care Council of Nassau County:

"When I came to Nassau County in May of 1972, just one month before Barbara Pine arrived, the family day care program was an isolated group of 100 or less mothers, who had received no training, had no resources, didn't know each other. They had no support services other than what social services gave them through their case workers. Since that time there are 325 to 350 day care mothers. Part of the impetus for that has been the attractiveness for the family day care people who would like to care for children to join, because all of a sudden there was a whole new perspective there. There was training they could get; there were people who cared; there was a resource center; there were materials; there was a newsletter; there was somebody out there who had underplayed her own role and was able to employ people who could work directly with the mothers, who could work cooperatively with the Department of Social Services and who raised the whole image of family day care in the county. So that when the Social Services Department started putting up posters, Would You Like to Be a Family Day Care Mother?, instead of having to pull teeth, they had so many requests that they could hardly meet all the demand. In fact, at the present time, they have 100 more mothers than they're actually using. The whole image of family day care has improved.

"Now in addition to the Cooperative Extension family day care specialist's working with the Social Services Department, she made an effort to meet all the other agencies and began cooperating with them. She participated with the Day Care Council in untold numbers of ways. So have other members of Cooperative Extension who might not have had so active a role if it hadn't been for her. She made an effort to get around to see all the various agencies and programs when she first came here ... She has established herself on a real firm footing with all these groups. She has also worked with the Early Childhood Education Council and became chairman of their conference, which was no small undertaking, and throughout, wherever she goes she is identified with family day care, and she's their family day care resource person on the Early Childhood Education board. When she became chairman of their conference, in herself, she personified family day care to the whole county as the family day care person.

"She has helped to develop throughout the Cooperative Extension statewide and locally a statewide conference for family day care which is now being replicated in Nassau County. As a matter of fact, that's only a couple of days away.

"The County Commissioner sent out a special bulletin last year, a news release on the cooperation between the Social Services Department and the family day care program of Cooperative Extension, and that's a pretty hard thing to get — to get an outside agency to have the same ... to be part of the inner soul of something outside social services. It may be changing now, but maybe the Cooperative Extension helped change that whole picture, too — working with community agencies.

"... Another thing that the Cooperative Extension program group meetings have been able to stimulate. First, just to meet and keep them from being isolated, then for training — all this has ended with the

development of the Nassau County Family Day Care Association.

"The formation in March 1975 of the above organization represents a formalization of one of the most effective support networks for family day care — that of family day care providers supporting each other (which they can only do if they know each other and can communicate sharing ideas and concerns)."

Barbara A. Pine: "It is significant that three of the four officers in the newly formed association of family day care providers are members of our program advisory committee."

Arlene Kochman - Verbal Interaction Project: "I think the main importance of the Cooperative Extension Program is that Roosevelt is a very transient community with very few services. The only service that existed in that community for children and low income families was the school. Unfortunately, the school is not seen as a positive force in the community: When this program came in — number one, the visibility — where it's right on the main street of town, and in an area where most people would pass and know about — the — the second important thing is the availability of staff and *the fact that this became a place for parents to come not only to get the services offered by your agencies — direct services — but to find out what's available in the community* and where do I go if I have this problem, this question, in terms of kids. We have gotten referrals from this agency for children who are two years of age and whose parents were able to make use of our service. This is one of the primary places we went to . . ."

Julita Stone, Department of Social Services:

"I certainly feel the Resource Center has had a tremendous effect on the community and it certainly has had a tremendous effect on the mothers. The ability to offer a service like the resource center program which the Department of Social Services couldn't possibly provide is absolutely essential, and I think that it has made a tremendous difference. I listen to people in training and I hear them saying, 'Where can I get this, and where can I get that,' and we can say, 'Go to the resource center,' and that is absolutely wonderful that we can say there is a place where you can get help.

". . . I really think the most important part of the Cooperative Extension has been the combination of resources with the training. I think we have all enriched each other and in enriching each other, we have really enriched the family day care provider. That's the most important part of it. Like there are so many resources you have available that we didn't know of, and our whole program has been enriched because of our combined efforts. I think it has worked both ways . . ."

Question (Barbara A. Pine): "Do you think that we have sort of set a precedent in terms of two fairly strong agencies with different focusses working together?"

A: "Oh, I think it's been unheard of in Nassau County for two agencies to cooperate the way we have, and I think that that's one of the beautiful things about the whole thing. And I think people recognize it. I think they recognize the importance of having agencies enrich each other and enrich their program by joining forces."

Changes in relations of DSS and day care mothers:
Conversation with Unit Supervisor and Case Worker from the Department of Social Services, Family Day Care Unit Supervisor: "I think that the program has helped how Social Services feel — finally. That they're not just sending them money every month, that we feel they [family day care providers] do have a valuable service to offer to those children whose mothers can't provide the services to them, and that the county, finally, because of its involvement with Cooperative Extension has shown some type of interest in them, and in what they're doing with the children."

Barbara A. Pine - Q: "Do you feel your job is different since the program came in?"
Caseworker: "It has always annoyed me in my contact with them that there wasn't something like this and the whole thing started [when] Barbara came in, the mothers got back to us, 'Hey, this is great,' and you became more aware of how they needed other people to talk to, just other day care mothers, which before you could never even tell them who another day care mother was — maybe we could have, but it just never happened. It has made my job a lot of times much, much easier because if someone has to take a day off, they just make plans with another day care mother. Before we would have to do pre-placement for this.

Caseworker: "Not even just in that sense but in terms of being supportive to one another. Once they get to know each other. There are times when they might prefer to call another day care mother to discuss a problem rather than call the case worker."

Caseworker: "They see the role of the case worker as being more of a helper — that's another important thing. I think the group has really let them see their case worker in a different way, than they have seen them as just visiting a day care home once a month.
Unit Supervisor: "I doubt very much that we would have gotten off the ground as far as the training program had been involved — if Cooperative Extension had not been involved."

Caseworker: "I think it is unique in terms of the larger community seeing where two fairly strong agencies have been able to get together and do something

successfully, which is really kind of unique.
Unit Supervisor: "It's making them better day care mothers; it's making them better people, because they're seeing themselves in a different way for the most part. I think, too, if you look back to the first picnic, it was the black day care mothers together and the white day care mothers together, and you don't see that any more."

Caseworker: "We have a much better relationship with our day care mothers now."

Barbara Stern, Assistant Director, Early Childhood Resource Center:

"We have a commitment to early childhood education no matter how it's done, and we also therefore have a commitment to parent education, and in effect, family day care providers are parents educating children, even though they're substituting for natural parents. They're not really teachers and not really parents, but they do have a commitment to educating young children, so, therefore, we're very interested in working with them and helping them out."

Barbara A. Pine - Q: "Have you ever had any connections to working with family day care providers before our program?" A: "No, not before the resource center."

Gertie Colbert, Faculty, Nursery Education Department, Nassau Community College, and Past President of Early Childhood Education Council (local affiliate of National Association for Education of Young Children:

"No. I had not known about it [family day care], and the reason I became interested in it is mainly because of your training program for the family day care mothers, and I wanted my students to know about that kind of program, because I feel that students learning childhood education have to be aware of all the programs that are instituted for young children, and I have to be very impressed with your training program, the variety, the type of people you invite for training purposes, the response of the day care mothers, etc.

Barbara A. Pine - Q: "Did you know that family day care has been organized and supported by the Department of Social Services in Nassau County since 1967?"
Response: "Really!"
Barbara A. Pine - Q: "I was curious to know if you ever thought of it (family day care as a relevant child care system) until the Cooperative Extension Day Care Program?"

Gertie Colbert - A: "No. I never thought about family day care, visiting a home, or about these people who take care of children at home, until I met you at Stonybrook. I heard about family day care at that point. I never knew it existed until I met you."

SECTION III - ADDITIONAL INFORMATION ABOUT FAMILY DAY CARE

Program staff were impressed with the quality of child care they observed in the course of the program lifetime. Their observations support the position that family day care is a desirable alternative in the spectrum of child care options. This position is at odds with that taken by Saunders and Keister in "Family Day Care: Some Observations."[7] They compared family and group day care on the basis of 22 children studied over two years. Some of their conclusions about family day care, on the basis of this small sample of a total of 22 children, were that (1) mobility of placement was greater in family day care than center care, (2) all siblings can rarely be accommodated in the same family day care home, and (3) family day care mothers do not usually have males in the household. While we have no data on center day care, we do have some statistics on family day care based on a much larger sample than the Saunders and Keister study — that are at variance with their conclusions.

Insofar as "mobility" in the day care home, we asked the question:

> "What is the shortest period of time (one week, one month, two months, etc.) that a child has been in your care? What happened [to break it up]?"

In the program sample, ten mothers still have their only day care children. The remaining 51 report that their briefest caretaking experiences ranged from one week to six months, and 40 of these arrangements were curtailed by changes in the parent's situation. In Westchester, eight day care mothers still have their first and only day care children. The remaining 35 report their briefest arrangements ranged from one day to one year, and 31 of these 35 experiences were curtailed by the *parent*. These data suggest that any mobility and instability in the family day care situation is related to the parent rather than the day care mothers.

In relation to the question of accommodation of siblings in the same day care arrangement, we did not ask the whereabouts of all siblings of the day care children. However, we did ask:

> "Are you presently caring for more than one child from the same family?" (If "yes," the interviewer recorded the age and number of the siblings.)

The responses indicated that in Nassau, of the 157 children being cared for, there were 27 sets of siblings. A total of 58 children were being cared for together with their siblings.

In Westchester, of the 110 children being cared for, there were 36 sets of siblings; 62 children were being cared for together with siblings.

It seems that there were at least as many children being cared for together with their siblings in one day care home as there were day care mothers. These results suggest a trend in family day care which is at variance with that suggested by Saunders and Keister.[7]

On the basis of our study, Saunders and Keister's conclusion that "family day care mothers do not usually have males in the household" cannot be sustained. In Nassau County the day care mother was without a male in the household in only six out of 61 cases. In Westchester County, 14 of the 43 mothers did not have males in the household. These statistics contradict Saunders and Keister's conclusion that "family day care homes do not usually have males in the household."

Thus, these data gathered in the interview present no information supporting Saunders and Keister's conclusions which we have reported. They reinforce the position of program staff that family day care can provide a desirable option for child care.

SECTION IV - CONCLUSIONS OF THE EVALUATION

To what extent have the program goals been realized? What can be said about failures to attain these goals? Were there any unexpected outcomes of the program? The data which provide some answers to these questions have been presented in this chapter in the framework of Bennett's evaluation model.

On the basis of data at the first four levels of evaluation, it can be said with confidence that the Cooperative Extension Family Day Care Program has in fact been able to (1) "design and test an informal education program with family day care mothers," and (2) "insure that the educational system and supportive services are designed to meet the needs of family day care mothers as they perceive them."

The data on the Practice Change level of evaluation show that "Cooperative Extension can play a role as trainer of family day care providers." These data show further that Cooperative Extension can play a welcome role in liaison with community agencies responsible for or related to child care.

These successes relate, however, to program goals stated in action-oriented terms. Higher order objectives are implicit in the execution of the program goals. The goal of the program is to show that Cooperative Extension in the role of friend, educator, and community liaison can strengthen family day care. As knowledge increases, as feelings of self-worth and of the worth of the job to be done increases, the quality of child care should improve. This was the goal of the pilot program.

The evaluator has attempted to assess the impact of the program in the light of these latter considerations. On the positive side of the ledger, it has been shown that day care mothers, when involved in developing their own program and when offered particular resources, respond. They come to educational meetings and social events. They learn. They get to know other day care mothers, and become less isolated. They become more aware of how common the occupation is in the county. They perceive their jobs as more than just "baby-sitting." An unexpected outcome has been the degree of leadership and self-direction they develop, as exemplified in the formation of the Nassau County Family Day Care Association.

It has not been demonstrated that the program has improved the quality of child care. It was judged by program leaders inadvisable to attempt to obtain the most direct evidence of the quality of child care by observing the day care mother as she cares for her day care children in her own home. We tried to approximate her behavior through a series of questions. We were not able to demonstrate that responses to these questions were related to participation in the program. Perhaps the program has a reinforcing effect that cannot be seen in the short run.

Family day care mothers have a high degree of satisfaction with the job. We have not been able to relate this to the program. It may be, and subjective reports support this, that family day care mothers are highly motivated to be with young children and, therefore, predisposed to be satisfied with the job.

Subjective statements by individual care providers suggest that self-esteem was raised as a result of participation in the program. We were not able to demonstrate this finding with our measuring instrument. Since program leaders felt they had observed changes in this area, we tried to assess them, even with the knowledge that the measuring instrument had serious weaknesses that could not be dealt with in the time available. Perhaps these weaknesses explain the lack of positive findings.

Before the initiation of the program, the support system provided for family day care mothers was extremely feeble for family day care mothers in Nassau County. No agency had the resources or focus to offer necessary support. As a result of the program, it has not only provided a support system, but it has linked agencies in the community with an interest in child care, and has served as a catalyst for cooperative efforts involving these agencies. Testimonial data from community agency personnel provide strong indications that the community support structure for family day care mothers had changed in Nassau County as a result of the Cooperative Extension Family Day Care Program.

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5. Stanley Coopersmith. *The Antecedents of Self Esteem*. San Francisco: W.H. Freeman, 1967.

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CHAPTER 7

Recommendations

It is recommended that:

- the program model be completed with the development of a parent education component and completion of training materials for replicating agencies;
- the model be replicated in other counties in New York State;
- in replication, benchmark data be obtained, if it does not violate relationships with family day care providers;
- the evaluation instruments be tested and refined;
- this program model be extended to northeastern states through the Cooperative Extension network;
- training for Cooperative Extension specialists in the northeastern states be conducted by the pilot program staff at the Storefront Resource Center;
- technical assistance and training be provided by the pilot program specialist to specialists from other states in the northeast as they develop program after initial training;
- the program be extended to other areas of the United States through the Cooperative Extension network, if the northeastern states experience is successful;
- the Family Day Care Mothers' Association leadership be supported in their efforts to incorporate and attract funding for the continued operation of the storefront resource center;
- Nassau County Cooperative Extension continue to increase program support so that the educational program becomes an integral part of the county program within the next two years.

APPENDICES

1. Cooperators and Participating Administrators

2. Program Staff, Research Team, Program Advisory Committee and Authors

3. New York State College of Human Ecology Participating Faculty and Staff, Cooperative Extension Association of Nassau County Participating Staff, and Nassau County Department of Social Services Participating Staff

4. Needs Assessment: List of Community Contacts

5. Position Announcements
   - A. Cooperative Extension Specialist - Family Day Care
   - B. Cooperative Extension Supervising Aide - Family Day Care
   - C. Cooperative Extension Aide - Family Day Care
   - D. Teen Aide

6. Program Materials
   - A. Flyer: Are You a Baby Sitter or a Day Care Mother or a Friendly Neighbor Who Cares for Children?
   - B. Sample Pages from Log
   - C Child Care Referral Form
   - D. Check List to Indicate Needs and Interest
   - E. Flyers to Announce Weekly Programs, Permission Slips
   - F. Monthly Calendars
   - G. Teen-Aide Home Visit Report
   - H. Monthly Newsletters

7. Certificate Course
   - A. Training Course Outline with Related Materials Used and Suggested Reference List
   - B. Certificate Presented on Completion of Course

8. Flyer Describing the Program

9. Financing
   - A. Budget Requests to Extension Service - USDA 1972-1975
   - B. Family Day Care Program Support 1972-1975

10. Evaluation Instruments
    - A. Evaluation Questionnaire
    - B. Knowledge Test
    - C. Interview Schedule
    - D. Child Care Questions
    - E. Self-Esteem as a Day Care Mother Inventory

11. Findings
    - A. Stepwise Multiple Regression, Table
    - B. Analyses of Covariance, Nassau vs. Westchester, Table
    - C. Analyses of Covariance, Nassau (CDEF) vs. Westchester, Table
    - D. Analyses of Covariance, Nassau (DEF) vs. Westchester, Table
    - E. Analyses of Covariance, Nassau (EF) vs. Westchester, Table
    - F. Analyses of Covariance, Nassau (F) vs. Westchester, Table
    - G. Analyses of Covariance, Nassau (ABCDE) vs. Westchester, Table
    - H. Analyses of Covariance, Nassau (ABCD) vs. Westchester, Table
    - I. Analyses of Covariance, Nassau (ABC) vs. Westchester, Table
    - J. Analyses of Covariance, Nassau (AB) vs. Westchester, Table
    - K. Analyses of Covariance, Ten Child Care Items, Table

12. Suggested Reference List

Cooperative Extension, New York State Colleges of Human Ecology and Agriculture and Life Sciences, Cornell University, Ithaca, N.Y. and the U.S. Department of Agriculture cooperating. In furtherance of Acts of Congress May 8 and June 30, 1914 and providing equal opportunities in employment and programs. D.L. Call, Director.

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APPENDIX 4 Needs Assessment: List of Community Contacts (made during the first eight months of program development)

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AUTHORS OF REPORT:

Natalie D. Crowe, Associate Professor and Cooperative Extension Program Coordinator

Barbara A. Pine, Cooperative Extension Specialist: Family Day Care

Irene Stein, Research Associate

APPENDIX 3

NEW YORK STATE COLLEGE OF HUMAN ECOLOGY

Participating Faculty and Staff

Jennifer Birckmayer, Senior Extension Associate, Department of Human Development and Family Studies

Jane Knitzer, Assistant Professor (through 8/73), Department of Human Development and Family Studies, and Director of Field Studies

S. Morton Altman, Assistant Professor (through 6/73), Department of Community Service Education

Moncrieff M. Cochran, Assistant Professor, Department of Human Development and Family Studies

Irving Lazar, Professor and Chairman, Department of Community Service Education

Helen Y. Nelson, Professor, Department of Community Service Education

and

Jean Andrianoff, Secretary to Program Coordinator

COOPERATIVE EXTENSION ASSOCIATION OF NASSAU COUNTY

Participating Staff

Vera P. Rivers, Supervisor of Expanded Food and Nutrition Program

Judi Elkin, CSW, Family Life and Parent Education

Board of Directors

John Swanson (1972), chairperson

Frank Cuomo (1973 & 74), chairperson

Home Economics Division Committee

Muriel Reilly (1972), chairperson

Sheila Page (1974), chairperson

NASSAU COUNTY DEPARTMENT OF SOCIAL SERVICES

Participating Staff

David Thaler, Director of Day Care Services

Julita Stone, Staff Development Officer

Shirley Abel, Unit Supervisor

Florence Faga, Case Worker Children's Services

Beth Ferrante, Case Worker Children's Services

and other cooperating unit supervisors and casework staff of the Nassau County Department of Social Services Children's Bureau Family Day Care Units

APPENDIX 4

NEEDS ASSESSMENT: LIST OF COMMUNITY CONTACTS
made during the first 8 months of program
development - May 1972 - December 1972

New York State Department of Social Services

Senior Consultant, Day Care Licensing
State Day Care Supervisor
Licensing Specialists in State Area Office of New York State Department of Social Services

Nassau County Department of Social Services

Commissioner of Social Services
Chief, Children's Bureau
Director of Day Care Services
Director of Protective Services
Family Day Care Unit Supervisors

Suffolk County Department of Social Services

Supervisor of Home Services
Coordinator of Family Day Care
Coordinator, Internal Revenue Service Family Day Care Project

Child Care Organizations in Nassau County

Day Care Council, Director

Nassau-Suffolk Day Care Consultation Service, Co-Directors

Head Start

- Educational Consultant
- Center Directors
- Teachers
- Teacher Aides
- Family Health Aide

Comprehensive Child Care Services, Project Director

BOCES Living Room School Project, Educational Consultant

Five-Towns Community Council Child Care Committee, Chairperson

Department of Social Services operated Day Care Center

- Director
- Teachers
- Teacher Aides

Child Care Organizations in Nassau County (cont'd.)

League of Women Voters Child Care Committee, Chairperson

Early Child Education and Related Institutions and Organizations

Verbal Interaction Project

- Director
- Co-Director

Early Childhood Education Council (affiliate of NAEYC), President

Community College, Early Childhood Education Instructor

Adelphi University School of Social Work, Assistant to Dean

Hofstra University Early Childhood Education Department, Instructor
School of Continuing Education, Director

Early Childhood Education Consultants

Other Community Organizations

Vocational Center for Women, Career Counselor

Police Department Community Relations Bureau, Outreach Officer

BOCES Consumer Home Economics Program

- Director
- Assistant Director

Family Service Office

- Supervisor
- Social Workers
- Family Aide

Inwood Community Center, Community Organizer

Five Towns Community Council, Director

Health and Welfare Council, Director

Office of Consumer Affairs, Outreach Workers

Mental Health Association, Director

CAP Agency, Outreach Worker

Community Hospital, Family Planning Coordinator

Inwood Health Center, Director

Human Rights Commission, Manpower Development Coordinator

Office of Volunteer Services, Director

APPENDIX 5

Position Announcements

A. Cooperative Extension Specialist - Family Day Care

B. Cooperative Extension Supervising Aide - Family Day Care

C. Cooperative Extension Aide - Family Day Care

D. Teen Aide

COOPERATIVE EXTENSION NEW YORK STATE

Cornell University • State University of New York • U.S. Department of Agriculture

Office of Personnel and Staff Development
Roberts Hall, Ithaca, N. Y. 14850

POSITION ANNOUNCEMENT No. 297 1/6/72

Title of Position - Cooperative Extension Specialist - Family Day Care

Location - West Hempstead, Nassau County, Long Island, New York

Major Responsibilities

- Works under the leadership of the Human Resources Program Leader at Cornell, the Home Economics Division Leader in Nassau County and college faculty in the development of a family day care program.
- Provides overall leadership and develops program in conjunction with family day care mothers; provides training, teaches, implements and evaluates program; develops appropriate teaching materials.
- Provides linkages between college, county, social services and other agencies to family day care mothers and other local community groups.
- Administers program, policy, procedures.
- Provides program supervision for para-professional(s) when employed.
- Supervises College of Human Ecology students in conjunction with faculty during field experiences. (This will be approximately 20% of the position.)
- Supervises in cooperation with Human Resources Program Chairman the graduate student assistant when assigned to program.

Major Duties of Job (This will be approximately 80% of the position.)

- To activate a program advisory committee representing family day care mothers, county, college, and appropriate agencies. The majority of the committee will be family day care mothers.
- To design and test an informal continuing education program with family day care mothers; to train family day care mothers and family day care para-professional(s).
- To test the feasibility of Cooperative Extension in the role of recruitor, trainer, broker and ally to family day care mothers between family day care providers and those whose children need care.
- To test the feasibility of Cooperative Extension in a leadership coordination role with agencies responsible for comprehensive child care.
- To prepare a plan of work built around agreed upon goals of the program advisory committee, including recording and evaluation mechanisms.
- To provide leadership to this program; to coordinate efforts with Nassau County staff and where appropriate, link with appropriate extension programs.
- To develop cooperative arrangements within the county, region and state in support of program.
- To participate in required orientation and in-service education at the college and county; to observe programs in several communities.

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating.

Qualifications

- Minimum Education Required: B.S. from an accredited institution with course work in one or more of the following areas: psychology, sociology, education, child development, community development, community services, social planning, home economics.

  Experience equivalent to a B.S. will be considered.

- Minimum Experience Required: 3-4 years of progressively responsible professional experience in child development education, community services development, family day care education, parent involvement or delivery of comprehensive child care services, or similar experience.

- Special Requirements:

  . ability to work with people from many types of backgrounds, experiences and education.

  . sensitivity to needs of the poor, the near poor, the needs of children and to the needs of people in agencies who have responsibility for delivery of comprehensive child care services to all people.

  . Master's Degree desirable.

Salary Range - $10,356 - $13,059. Commensurate with qualifications.

Transportation - State owned car furnished for official business.

Date Job Is Available - Immediately

Funding - This program is funded by Extension Service - USDA for 18 months, but it is envisioned as a 3-5 year program.

If you are interested in this position, please submit an application or resume by January 24, 1972 to:

Sandra S. Clarkson
Personnel Specialist
212 Roberts Hall
Cornell University
Ithaca, New York 14850
or call 607-256-2292

or

Milton E. Hislop
Personnel Specialist
212 Roberts Hall
Cornell University
Ithaca, New York 14850
or call 607-256-2292

COOPERATIVE EXTENSION - NEW YORK STATE IS AN EQUAL OPPORTUNITY EMPLOYER

COOPERATIVE EXTENSION NEW YORK STATE

Cornell University • State University of New York • U.S. Department of Agriculture

Cooperative Extension Association of Nassau County
300 Hempstead Turnpike, West Hempstead, N.Y. 11552
Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

October 1973

POSITION ANNOUNCEMENT

Title of Position Cooperative Extension Supervising Aide - Family Day Care

Job Location - 261 Nassau Road
Roosevelt, New York

Nature of Work

work under the leadership and supervision of the Family Day Care Specialist to assist with developing a program being designed to reach day care mothers and the children for whom they provide care.

Major Duties

provide leadership and supervision to Family Day Care Program Aides

provide on-site leadership and supervision to students in field placement and work-study programs in the absence of the Cooperative Extension Specialist

assist in maintaining and staffing a resource center for family day care mothers

assume responsibility for planning and supervision of activities for the children who visit the center

assist in developing and maintaining working relationships with community agencies and organizations

assist in the design and development of program materials, including a monthly newsletter, educational materials for parents needing child care, and material for program publicity

work with the parents in the community to help them meet their child care needs

assume responsiblity for collection and distribution of donated supplies and equipment to family day care mothers

assume responsibility for all record-keeping at the resource center

participate in Family Day Care Program Advisory Board meetings

participate in in-service training

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

Qualifications

minimum education required - high school degree or equivalent
some college work preferred

minimum experience required - at least one year of work experience in a child care facility or community service organization

Special Skills

a desire to work closely with adults and children

some understanding of the needs of children and those who provide care for them

initiative and creativity in helping to determine program direction

a good working knowledge of resources available in the local community

effective written and verbal communication skills

Salary

Please note - This is a 3/4 time position
30 hours weekly

Annual salary - $5,72[illegible]

Date Job is Available - Immediately.

Announcement is effective to October 15, 1973 or until position is filled

IF YOU ARE INTERESTED IN THIS POSITION PLEASE CONTACT:

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care Resource Center
261 Nassau Road
Roosevelt, New York PHONE: (516) 546-1132

COOPERATIVE EXTENSION NEW YORK STATE

Cornell University • State University of New York • U.S. Department of Agriculture

Cooperative Extension Association of Nassau County
300 Hempstead Turnpike, West Hempstead, N.Y. 11552
Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

October 1973

POSITION ANNOUNCEMENT

Title of Position Cooperative Extension Aide - Family Day Care

Job Location - 261 Nassau Road
Roosevelt, New York

Nature of Work

works under the leadership and supervision of the Cooperative Extension Specialist and the Cooperative Extension Supervising Aide to assist with a developing program being designed to reach family day care mothers and the children for whom they provide care.

Major Duties

assist in maintaining and staffing a resource center for family day care mothers

assist in the planning of activities at the center

assist in the developing of materials which may be used by family day care mothers as they care for children

assist in planning and supervising activities for children who visit the resource center

assist in the collection and distribution of donated supplies and equipment to day care mothers

to aid in the development of community services for family day care mothers, children receiving care and their parents

to participate in orientation and in-service training

Qualifications

minimum education required - some high school education or equivalent

minimum experience required - at least one year of work experience in a child care facility or community service organization

Special Skills

a desire to work closely with adults and children

some understanding of the needs of children and those who provide care for them

a working knowledge of resources available in the local community

an ability to be flexible with regard to work assignments

initiative and creativity in helping to determine program direction

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

Salary - Please note: This is a 3/4 time position
30 hours weekly

Starting salary $4,586

Upon successful completion of three month training and probationary period, salary increases to $5,121 annually

Date Job is Available - Immediately

Announcement is effective until October 15, 1973 or until the position is filled.

IF YOU ARE INTERESTED IN THIS POSITION PLEASE CONTACT:

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care Resource Center
261 Nassau Road
Roosevelt, New York 11575 PHONE (516) 546-1132

COOPERATIVE EXTENSION NEW YORK STATE

Cornell University • State University of New York • U.S. Department of Agriculture

Cooperative Extension Association of Nassau County
300 Hempstead Turnpike, West Hempstead, N.Y. 11552
Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

June 17, 1974

POSITION ANNOUNCEMENT

Position: Teen Aide
Cooperative Extension Family Day Care Program

Location: 261 Nassau Road
Roosevelt, New York

Duties: To work with children ages 1 to 12 years who are cared for by family day care mothers. Some time will be spent planning activities and working with the children in the day care homes. The remainder will be spent in the storefront resource center, receiving in-service training and participating in other program activities.

Qualifications:
16 years old - minimum age
Working papers
Creativity
Initiative
Desire to work with children

Hours:
30 hours per week during July and August
12 hours per week during the school year

Salary: $2.00 per hour

To Apply: If you are interested in this position, please make an appointment for an interview by contacting:

Barbara Pine or Barbara Patrick
Cooperative Extension Family Day Care Program
261 Nassau Road
Roosevelt, New York 11575

Telephone: 546 - 1132

THIS POSITION OPENING WILL BE CLOSED JUNE 27, 1974

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating.

APPENDIX 6

Program Materials

A. Flyer: Are You a Baby Sitter or a Day Care Mother or a Friendly Neighbor Who Cares for Children?

B. Sample Pages from Log

C. Child Care Referral Form

D. Check List to Indicate Needs and Interests

E. Flyers to Announce Weekly Programs, Permission Slips

F. Monthly Calendars

G. Teen Aide Home Visit Report

H. Monthly Newsletters

261 NASSAU RD.

in **ROOSEVELT** is

A PLACE TO

VISIT ....

97

For more information

contact Barbara Pine,

Cooperative Extension,

261 Nassau Rd.

Roosevelt, N.Y.

546-1132

ARE YOU A

BABY SITTER

or a

DAY CARE MOTHER

or a

FRIENDLY NEIGHBOR

WHO CARES FOR

CHILDREN

?

6A

261 is a place if you ...

- need toys, books or games for the kids.
- would like ideas for those "rainy days".
- could use play-pens, cribs, kids equipment.
- need a change of pace!

OPEN WEEKDAYS - 10 - 3:30

Coffee always pot is on!!

Activities for the children while you chat with other women!

Date	Name	F.D.C. mother	Parent	# children in family	# children with mother
1-14-74	Betsy McCallum	c/w D.S.S.	Visited Center - picked up		
1-14-74	Jan Hicks	yes		8	2
1-14-74	Anna Perry		yes - Visited Center		
1-15-74	Naomi Pitman	yes UC		1	5
1-15-74	Lorraine Cromwell	yes L		2	1
1-15-74	Louise Gantt	yes UNIC		2	5
1-15-74	Ted Jenkins -	4-H Agent	- Visited Center		
1-15-74	Jim Kennedy -	Better Realty	- Visited Center		
1-15-74	Shirley Sawyers -	Baldwin	Homemakers Club	Visited Center	
1-16-74	Florence Chester	DSS C/W	Visited Center		
1-16-74	Naomi Pitman	yes L		1	4
1-16-74	Mildred Picou	yes L			
1-16-74	Betty Wright	yes U		2	9
1-16-74	Margaret Harris	yes U		4	5
1-16-74	Louise Gantt	yes L		2	4
1-16-74	Nanzee Johnson	yes L		1	4
1-16-74	Mary Harris	yes U		1	5
1-16-74	Esther Hendricks	yes L		4	1
1-16-74	Audrey Williams	yes L		4	4
1-16-74	Margaret Kimbrough	yes L			
1-16-74	Bea Jenkins -	USDA Washington			
1-16-74	Natalie Crowe -	Cornell University			
1-16-74	Anne Willis -	Organ Care Specialist			
1-16-74	M's Nelson -	Public Health Nurse - Freeport			
1-17-74	Jackie Markham -	Roosevelt Home Ec. Center			
1-17-74	Phil Seer -	Nassau County Office of Volunteer			

Referred by	Resource Utilized	Length of Visit	Purpose in Coming
	Worker plays for S.C. m. Mildred Marrow		
	Visited Center - wants referrals	20 min.	
	needs day care for 2 children	11 mos. - 5 yrs.	
	Attend S. D. C. Committee Meeting	3 hrs.	
	" " "		
	" " " "		
4-H	To donate clothing		
	Center - needs child care for his client		
	To donate clothing & toys		
	returned baby carriage - borrowed for Josephine Williams		
	Attend S. D. C. Meeting - "Safe Care of Baby"	2½ hrs.	
	" " "		"
	" " "		"
	" " " "		"
	" " " "		"
	" " " "		"
	" " " "		"
	" " " "		"
	" " " "		"
	" " " "		"
	Cornell University - Guest Speaker		
	Visited Center		
	Visited Center		
	Bronx - Visited Center		

Date	Name	F.D.C Member	Parent	# Children in family	# Children with mother
2-25-75	Veronica Sayers		yes	2	2
2-25-75	Willie Mae Greene	yes"		4	1
2-25-75	Jane McKenna	yes"			1
2-25-75	Vernepper Beatty	yes"			1
2-25-75	Kay Cooper	yes"		2	4
2-25-75	Earlene Newsome	yes"		3	4
2-26-75	Kay Blackwood				
2-26-75	Frederica Conby	yes"			1
2-26-75	Vernepper Beatty	yes"			1
2-26-75	Naomi Gilman	yes"		1	3
2-26-75	Esther Hendricks	yes"		4	1
2-26-75	Willie Mae Greene	yes"		4	2
2-26-75	Cora Krowell	yes"			2
2-26-75	Loretta Dilard	yes"		2	2
2-26-75	Julie Curran	yes"		2	
2-26-75	Earlie Huffman	yes"	Visited Center		
2-26-75	Thelma Malloy	yes"	Telephoned Center		
2-26-75	Martha Hairston		yes	Visited Center	
2-27-75	Freda Free		yes	Visited Center	
2-27-75	Naomi Gilman	yes"		1	6
2-27-75	Audrey Williams	yes"		4	6
2-27-75	Mary Ann Laurence	yes"			1
2-27-75	Maude Hausch	yes"			2
2-27-75	Loretta Cunningham	yes"		2	6
2-27-75	Earlene Newsome	yes"		3	3
2-27-75	Aurelia Bonani	yes"		4	5
2-27-75	Linda Hinson		yes	2	3

Referred by	Resource Utilized	Length of Visit	Purpose in Learning
	Attend Certificate IV Session 2	2 hrs.	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	from Cornell Univ. CE - Writing article on Nutrition	Vera Rivers	FDCP
	Attend FDC Meeting	2 hrs.	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	" " " "	"	
	To return books		
	day care arrangement made w/ Mrs. De Sanges		
	needs d.c. immed. for 2½ yr. Son - was referred		
	needs d.c. for 2 children mid-April		
	Attend F.D.C. Advisory Bd. Mtg. 2 hrs.		business meeting
	" " " " "	"	"
	" " " " "	"	"
	" " " " "	"	"
	" " " " "	"	"
	" " " " "	"	"
	" " " " "	"	"
	Visited Center - needs d.c for	2 children	

COOPERATIVE EXTENSION FAMILY DAY CARE PROGRAM
RESOURCE CENTER FOR DAY CARE MOTHERS
261 Nassau Road - Roosevelt, New York
546-1132
Monday-Friday 10 AM - 3:30 PM

Information for Referral
to Family Day Care Home

_____
date

Mother's Name: _____
last first

Father's Name: _____
last first

Home Address: _____ _____
number street city or town phone

Mother's Work
Address: _____ _____
number street city or town phone

PLEASE COMPLETE REVERSE SIDE

Children	Name	Age	Sex	School	Grade
1.					
2.					
3.					
4.					
5.					

Child Care is needed _____ through _____ Hours: from ____ to _____

Are you able to drive to the day care home? _____

Health Information:
Child's Doctor or Clinic _____
name

_____
address phone

Child's name	Shots Received	Shots Needed	Special Health Problem
1.			
2.			
3.			
4.			
5.			

Are you looking for something special in a day care home?

_____

Does your child have any special needs?

_____

Is your child toilet-trained? _____

What are your child's favorite foods?

_____

Based upon the number of children for whom care is provided and the number of days per week, what would you expect to pay for child care per week?

_____

CHECK LIST TO INDICATE NEEDS AND INTEREST 3/73

What One Family Day Care Provider Indicated

Name (confidential)

I might be interested in the following areas: (All the areas sound interesting. The special ones for me are marked with a star - *.)

X Getting it all together
how much to cha
*income tax deductions
feeding breakfast or not
parents who are late for pick up
etc.

X What to do when there's nothing to do
easy games for children
inexpensive toys and crafts from household articles

X Discipline

X *Relations with the child's parents

_____ Understanding children's needs
why are some children shy, agressive, over-active
how have other day care mothers solved these problems

X *Children's health and first aid
what to do in an emergency
lead poisoning in children
etc.

X Simple music activities in the home

X Children and food
*easy recipes for inexpensive meals and snacks
the fussy eater
*growing a child's windowsill garden

Other Ideas: I still have no children and so I'd be interested in any ideas on letting people know that I'm here and available.

If a day trip with day care mothers and children was planned, I would like to go Yes.

COOPERATIVE EXTENSION NEW YORK STATE

Cornell University • State University of New York • U.S. Department of Agriculture

Cooperative Extension Association of Nassau County
300 Hempstead Turnpike, West Hempstead, N.Y. 11552
Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

Sickle Cell Anemia

what Learn about Sickle Cell Anemia. What the symptoms are, how to detect them, is there a cure? Following the program, there will be a mini-clinic set up for Sickle Cell Screening.

guest speaker Dr. Evelyn Olden
Director of the
Long Island Sickle Cell Anemia Project

when Wednesday, August 15, 1975
10 AM - 12 Noon

where Family Day Care Resource Center
261 Nassau Road
Roosevelt, New York 11575
546-1132

We'll be looking forward to seeing you then.

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College of Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

YOU ARE INVITED

TO A POOL PARTY

AND PICNIC

WHEN: Wednesday, August 8th
10:00 AM - 3:00 PM
At the home of Georgianna Vassallo,
Day Care Mother

WHERE: 304 Pennsylvania Avenue
Roosevelt, New York
(See Attached map)

Ms. Vassallo has cordially invited day care mothers and their children to enjoy a picnic and swimming in her spacious backyard.

We will provide box lunches and snacks. Just bring your bathing suits and beach blankets and enjoy a fun-filled day!

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

Cooperative Extension Association
Family Day Care Program
Resource Center
261 Nassau Road
Roosevelt, New York 11575

day care mother's picnic

at Eisenhower Park

When: Wednesday, August 22
10:00 AM - 2:00 PM

Where: Eisenhower Park
East Meadow

Meeting Place: Parking Lot #2 at Eisenhower (See Map)

What to Bring: Driver's license or proof of Nassau residence for admission (driver only)

We will bring lunches and snacks

10¢ per child for the train ride!

Need transportation? Call us at 546-1132. We can arrange rides.

*RAINDATE: THURDAY AUGUST 23

Cooperative Extension
Family Day Care Program
Resource Center
261 Nassau Road
Roosevelt, New York 11575

trip to lollipop farm

Young children especially will delight in petting and feeding the farm animals at Lollipop Farm.

When: Wednesday, August 29th 10-2:00 PM
Bus leaves 261 Nassau Road, Roosevelt at 10:00 AM

Where: Lollipop Farm in Wantagh

Cost: None -- Admission and Bus -- Free!!

RESERVE EARLY: Space on the bus is limited so call us at 546-1132 to reserve spaces.

HOPE YOU WILL COME

COOPERATIVE EXTENSION NEW YORK STATE

Cornell University • State University of New York • U.S. Department of Agriculture

Cooperative Extension Association of Nassau County
300 Hempstead Turnpike, West Hempstead, N.Y. 11552
Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

A Trip To The American Museum Of Natural History

Where AMERICAN MUSEUM OF NATURAL HISTORY

When WEDNESDAY, JANUARY 15, 1975
9:30 AM - 3:30 PM

Cost

Bus is free

Museum entrance fee is an optional donation

Lunch in the museum cafeteria* is approximately approximately $1.50
(*note - the museum has no facilities for eating lunches brought from home)

Reserve Call us early to reserve space on the bus for yourself and the children at 546-1132.

We hope you'll join us on this interesting trip. Older child - ages 5 and up - will particularly enjoy the museum.

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

Please have parents sign the enclosed permission slips and bring them with you on Wednesday.

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

COOPERATIVE EXTENSION NEW YORK STATE

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300 Hempstead Turnpike, West Hempstead, N.Y. 11552
Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

Perceptual Development

what

Perceptual Development - Importance in Learning

Simple activities and materials that can easily be made at home to assist children in their development.

guest speaker

Ms. Barbara DePuy
Early Childhood Specialist

when

WEDNESDAY, JANUARY 22, 1975
10 AM to 12 Noon

where

Resource Center
261 Nassau Road
Roosevelt, New York

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

111

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

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Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

The Home Eye Test

Learn how to give "The Home Eye Test".

A program on eyesight and a mini vision-screening clinic for preschoolers.

There will be a film on the importance of eye examinations for young children.

To be held on WEDNESDAY, JANUARY 29, 1975, from 10 AM to 12 Noon.

Don't miss this most important program.

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

COOPERATIVE EXTENSION NEW YORK STATE

Cornell University • State University of New York • U.S. Department of Agriculture

Cooperative Extension Association of Nassau County
300 Hempstead Turnpike, West Hempstead, N.Y. 11552
Agriculture 516-538-7401 4-H 516-538-7902 Home Economics 516-538-7451

I _____ give permission for my
Parent's Name

child _____ to go to the Lollipop Farm
Child's Name

in Wantagh with _____ on August 29.
Day Care Mother's Name

Signed _____
Parent's Signature

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

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New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

FAMILY DAY CARE PROGRAM

COMING EVENTS

AUGUST 1973

Cooperative Extension
Family Day Care Program
Resource Center
261 Nassau Road
Roosevelt, NY 546-1132

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 Resource Center Open 10 AM - 3:30 PM	2 Resource Center Open 10 AM - 3:30 PM	3 Resource Center Open 10 AM - 3:30 PM
6 Resource Center Open 10 AM - 3:30 PM	7 Resource Center Open 10 AM - 3:30 PM	8 POOL PARTY AND PICNIC at the home of Georgianna Vassallo Day Care Mother 10 AM - 3 PM	9 Resource Center Open 10 AM - 3:30 PM	10 Resource Center Open 10 AM - 3:30 PM
13 Resource Center Open 10 AM - 3:30 PM	14 Resource Center Open 10 AM - 3:30 PM	15 Sickle Cell Anemia Program and Mini-Clinic With Special Guest Evelyn Olden 10 AM - 12 Noon	16 Resource Center Open 10 AM - 3:30 PM	17 Resource Center Open 10 AM - 3:30 PM
20 Resource Center Open 10 AM - 3:30 PM	21 Resource Center Open 10 AM - 3:30 PM	22 PICNIC at Eisenhower Park Parking Lot # 2 10 AM - 2 PM	23 Resource Center Open 10 AM - 3:30 PM	24 Resource Center Open 10 AM - 3:30 PM
27 Resource Center Open 10 AM - 3:30 PM	28 Resource Center Open 10 AM - 3:30 PM	29 A Trip To The LOLLIPOP FARM in Wantagh 10 AM - 2 PM	30 Resource Center Open 10 AM - 3:30 PM	31 Resource Center Open 10 AM - 3:30 PM

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Family Day Care Center, 261 Nassau Road, Roosevelt, NY - 546-1132

August 1, 1973

Dear Day Care Mothers:

August promises to be a busy and fun-filled month. We hope you will join us on Wednesdays for a variety of planned programs.

On August 8th.....day care mothers and their children are cordially invited to the home of Georgianna Vassallo, day care mother, for a POOL PARTY and PICNIC.

On August 15th.....at the Resource Center our guest will be Evelyn Olden, director of the Long Island Sickle Cell Project. She will present an informative program on Sickle Cell Anemia. Following the program, a mini-clinic will be set up at the Resource Center for Sickle Cell Screening. We'll send details about the clinic later in the month.

On August 22nd.....a picnic at Eisenhower Park in East Meadow. Details will follow.

On August 29th.....a trip to LOLLIPOP FARM in Wantagh operated by the Side-A-Wee Shelter. Young children especially will delight in the barn yard setting and the many farm animals to pet. We'll send more details later in the month.

Remember, the Resource Center is open weekdays 10:00 - 3:30. Drop in for a visit. We are closed only on days when outings are planned.

Hope to see you soon.

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist

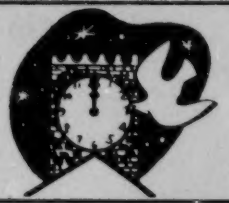
New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

FAMILY DAY CARE PROGRAM

COMING EVENTS

JANUARY 1975

Cooperative Extension
Family Day Care Program
Resource Center
261 Nassau Road
Roosevelt, NY 546-1132

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 HAPPY NEW YEAR Resource Center Closed for Holidays	2 Resource Center Open 10 AM - 3:30 PM Film at Roosevelt Children's Library 3:30 PM	3 Resource Center Closed For Staff Training Story Hour at the Roosevelt Children's Library 3:15 PM
6 Resource Center Open 10 AM - 3:30 PM	7 Resource Center Open 10 AM - 3:30 PM Roosevelt Children's Library, Crafts Club 3:30 PM	8 Weaving Workshop 10 AM - 12 Noon	9 Resource Center Open 10 AM - 3:30 PM Film at Roosevelt Children's Library 3:30 PM	10 Resource Center Closed For Staff Training Story Hour at the Roosevelt Children's Library 3:15 PM
13 Resource Center Open 10 AM - 3:30 PM	14 Resource Center Open 10 AM - 3:30 PM Roosevelt Children's Library, Crafts Club 3:30 PM	15 Trip to the Museum of Natural History 9:30 AM - 3:30 PM	16 Resource Center Open 10 AM - 3:30 PM Film at Roosevelt Children's Library 3:30 PM	17 Resource Center Closed For Staff Training Story Hour at the Roosevelt Children's Library 3:15 PM
20 Resource Center Open 10 AM - 3:30 PM	21 Resource Center Open 10 AM - 3:30 PM Roosevelt Children's Library, Crafts Club 3:30 PM	22 "Helping Your Children Develop Perceptual Skills" With Early Childhood Specialist 10 AM Barbara DePuy 12 Noon	23 Resource Center Open 10 AM - 3:30 PM Film at Roosevelt Children's Library 3:30 PM	24 Resource Center Closed For Staff Training Story Hour at the Roosevelt Children's Library 3:15 PM
27 Resource Center Open 10 AM - 3:30 PM	28 Resource Center Open 10 AM - 3:30 PM Roosevelt Children's Library, Crafts Club 3:30 PM	29 Learn to Give "The Home Eye Test" 10 AM - 12 Noon	30 Resource Center Open 10 AM - 3:30 PM Film at Roosevelt Children's Library 3:30 PM	31 Resource Center Closed For Staff Training Story Hour at the Roosevelt Children's Library 3:15 PM

COOPERATIVE EXTENSION NEW YORK STATE

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300 Hempstead Turnpike, West Hempstead, N.Y. 11552
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Weaving Workshop

what Weaving! Give it try. If you don't already know how to weave, we'll teach you. It's basic, it's easy, it's fun!

when WEDNESDAY, JANUARY 8, 1975
10 AM to 12 Noon

where Resource Center
261 Nassau Road
Roosevelt, New York

Sincerely,

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

TEEN-AIDE HOME VISIT REPORT

Date _____

Family Day Care Mother _____

Address _____

_____

Names and Ages of Children
Participating in Visit

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Activities Planned

_____

_____

_____

_____

_____

_____

_____

_____

Activities done and comments _____

_____

_____

_____

_____

_____

_____

_____

_____

*Star the ones children liked best.

What changes would you make for the next visit to this home? _____

_____

_____

_____

Did you notice anything different about any of the children on this visit?

_____

_____

_____

Did the day care mother participate during your visit? _____

Teens making visit: _____

_____

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300 Hempstead Turnpike, West Hempstead, N.Y. 11552
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Issue 1 August, 1973

family day care mother's newsletter

COOPERATIVE EXTENSION FAMILY DAY CARE PROGRAM
RESOURCE CENTER FOR DAY CARE MOTHERS
261 NASSAU ROAD - ROOSEVELT, NEW YORK
546-1132
MONDAY-FRIDAY 10 AM - 3:30 PM

Barbara A. Pine

Barbara Pine
Cooperative Extension Specialist
Family Day Care

BP:law

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating

A MEETING PLACE FOR YOU

What's new, has purple walls, an ever ready coffee pot, and was created just for you? The Family Day Care Resource Center, a meeting place for day care mothers and their children. Located in the center of town, our brightly curtained storefront window extends an invitation to all day care mothers. Please come in and join us over a cup of coffee.

What goes on at the Resource Center? We are open Monday to Friday, 10 AM to 3:30 PM. Day care mothers drop in during these hours. While mothers visit, their children use the playroom facilities. A loan closet is available free of charge. You may borrow toys, games, cribs, playpens, and other equipment. Regular meetings are scheduled once a week. Mothers help select topics for these informal gatherings. Previous programs have included a family day care film, demonstrations of easy nutritious meals and snacks for children, arts and crafts made from household items, backyard play activities, and sometimes just a warm, friendly morning spent together--sharing experiences and exchanging ideas.

While the mothers meet playroom activities are planned for the children. Nimble fingers work with puzzles and puppets. Wooden block skyscrapers rise to great heights and tumble to great giggles. Inquisitive eyes peer through binoculars. Snack time is always a highlight of the morning. Our busy bees work up quite an appetite. Smiling faces tell us they like coming to the Resource Center.

Meetings are not always confined to the center. Freeport Library hosted a "Day Care Mother's Morning at the Library". It was an exciting treat for the mothers and the children. Two F.D.C. picnics were held at Roosevelt Park. Both picnics were a delightful mixture of music, fun and games.

Our August calendar has something of interest for everyone. We look forward to seeing you and your children at the Resource Center soon.

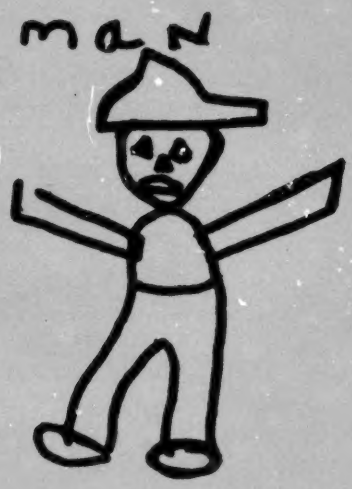
WHAT IS QUALITY FAMILY DAY CARE?

For a child ... it is having a real "home away from home" ... loving and being loved in a family situation beyond his own.

... the open arms, heart and mind of a mother substitute who cares for the young child whose parents are gone part of the day on a regular basis.*

*From: Open the Door ... See the People
Community Family Day Care Project, Pacific Oaks College
Pasadena, California

IDEA CORNER



Do you have small remnants of material at home? Your children can spend a happy hour making pictures with these scraps. It is not the completed product that is the most important, but rather the process of learning through doing. Esther Hendrick's day care family used a cardboard backing, felt scraps cut into various shapes and paste to make a picture of a man. The children are very proud of their pictures. An easy recipe for making paste follows.

PASTE

1 cup water ½ cup flour

Mix the flour and water in a bowl with a spoon.

A LIBRARY IS NOT JUST BOOKS ....

Thank you Freeport Memorial Library for a stimulating experience. On Wednesday, June 13th, family day care mothers and their children were invited to spend an exciting morning at the Freeport Memorial Library. The children browsed about the bright airy children's room chattering about the colorful projects made by Freeport Pre-kindergarten children. Film strips were shown, busy fingers drew pictures and molded play-doh gingerbread men. Story time was a highlight of the morning. Thirteen enchanted faces were enraptured in the magic of the moment as Maryanne Chupek took them on a wonderous adventure with "The Three Little Pigs."

While the children were engrossed in their activities, the mothers watched Mary Presnell, children's librarian, demonstrate a flannel board story. Under her direction, sock and paper bag puppets came to life. Easy 1-2-3 airplanes were made from wooden clothespins. A "do it yourself" workshop followed the demonstration. We went home ladened with our newly created treasures.

Many thanks to Pat Kurtz, Mary Presnell and staff. A delightful time was had by all.

WATER PLAY

On a warm day provide buckets of water, brushes 2" or wider or a variety of widths for "painting" in specified areas such as wall, fence, stones, trees. Children can fill the containers about ½ full.

Water play is a good activity for involving the shy, immature child or for reducing tension. On another day let the children use a large dish pan in the water play area. You can provide basters, funnels, etc., for pouring water. With the addition of detergent, and straws for blowing through, a whole new activity emerges. For liquid measurement provide plastic measuring containers of various sizes. Color concepts may be added by using a few drops of food coloring. Concepts of weight, floating and sinking may be taught by having available various objects and letting children see if they sink or float.

TOYS FOR WATER PLAY:

Egg beaters
Plastic detergent bottles or containers
Plastic meat baster
Funnels
Straws (Plastic are more durable)
Corks
Measuring spoons and cups
Plastic pitchers
Toy boats

From: School Before Six: A Diagnostic Approach

By: Dr. Laurel Hodgedon

QUOTABLES

"By the time the youngest children have learned to keep the place tidy, the oldest grandchildren are on hand to tear it to pieces again."

Christopher Morley

"Pretty much all the honest truth-telling there is in the world is done by children."

Oliver Wendell Holmes

"Children have more need of models then of critics."

Joseph Joubert

FEEDING LITTLE FOLKS*

Lick-A-Stick Snacks -- When the temperature climbs, appetites often diminish. To get youngsters to eat things that are good for them, try serving wholesome homemade "sicles". Their frosty flavors will delight the children and you can let them feast with a clear conscience. These treats are rich in vitamins, minerals and proteins because they're made with fruit, dairy products, and eggs.

Orange Eggnog-Sicles

1 pint vanilla ice cream
1 6-ounce can orange juice concentrate, thawed
1 egg
1½ cups milk

In large mixer bowl, combine ice cream, orange juice concentrate and egg with electric mixer. Gradually add milk, beating constantly. Pour about 1/3 cup of mixture into each of twelve 3-ounce waxed paper drink cups. When partially frozen, insert wooden sticks. To serve, peel off paper wrapping. Makes 12 servings.

Pineapple-Blueberry Yogurt Sicles

1 8-ounce carton blueberry yogurt
1 8-3/4 ounce can crushed pineapple
1 6-ounce can frozen pineapple juice concentrate, thawed
1 juice can water (3/4 cup)
1/3 cup sugar

In mixing bowl, combine blueberry yogurt and undrained crushed pineapple. Stir in concentrate, water and sugar. Pour about 1/3 cup mixture into each of ten 3-ounce waxed paper drink cups. Place in freezer. When partially frozen, insert wooden sticks into mixture. Freeze firm. To serve peel off paper wrapping. Makes 10 servings.

For perfect quickie aprons for your toddlers when they want to help with the dishes...just fold a bath towel in half over a string or ribbon and tie it way up under their arms. This apron gives overall double protection.

To keepchildren's modeling clay soft and pliable, enclose it in a tight jar with a small piece of damp cloth. Hard clay can also be softened the same way.

IN THE NEWS....

Wantagh -- The sounds and sights of an old-fashioned barnyard are at Bide-A-Wee's Lollipop Farm which is adjacent to the Bide-A-Wee Shelter at 3300 Beltagh Avenue, Wantagh.

All animals which would have been found on a working farm of fifty years ago are housed in individual shelters scattered about the grounds. Children will be permitted to feed and pet the animals under the guidance of barnyard farmers and farmerettes.

Lollipop Farm is open seven days a week from 9-5, April through October. Children are admitted free of charge and must be accompanied by an adult. There is a one dollar admission charge for adults.

Manorville -- Long Island Game Farm: A variety of rare and exotic animals, plus animal show featuring a typical barnyard resident performing regularly during the day in a schoolhouse setting. Visitors can bottle-feed animals. Expanded picnic facilities located off Chapman Blvd., Manorville, just off exit 70 L.I.E. Open daily and holidays, 9 AM to 6 PM.

Adults $2.50
Ages 2 to 11 - $1.25
Children under 2 - Free

WE WELCOME YOUR IDEAS AND COMMENTS. WON'T YOU HELP US TO MAKE THIS A NEWSLETTER FOR DAY CARE MOTHERS -- BY DAY CARE MOTHERS?

Would you like to receive our monthly calendar of events? If so, complete the following clip and send it to us at:

Family Day Care
Resource Center
261 Nassau Road
Roosevelt, New York 11575

NAME: _____
(Last) (First)

ADDRESS: _____

_____
City State (Zip Code)

THE BOOK NOOK

Books can introduce children to a wonderful world of adventure. Colorful picture books inspire their imaginations. Story time is always a special time of day. The following books can be found at your local library. You can also borrow these books from the Resource Center's Book Nook Shelves.

There's A Nightmare in my Closet -- Mercer Mayer
Googles! -- Ezra Jack Keats
Little Blue and Little Yellow -- Leo Lionni
It Looks Like Spilt Milk -- Charles G. Shaw
Where The Wild Things Are -- Maurice Sendak
Fish is Fish -- Leo Lionni
Alphabet -- Sonia Delounay
Games To Play With the Very Young -- Polly Berrien Berends

COOPERATIVE EXTENSION
U. S. DEPARTMENT OF AGRICULTURE
ROBERTS HALL, CORNELL UNIVERSITY
ITHACA, NEW YORK 14850

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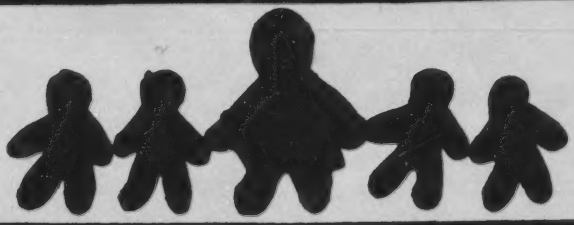
family day care parents' newsletter



ISSUE 18

January 1975

COOPERATIVE EXTENSION FAMILY DAY CARE PROGRAM
RESOURCE CENTER FOR DAY CARE PARENTS
261 Nassau Road - Roosevelt, New York
546-1132
Monday-Friday 10 AM - 3:30 PM

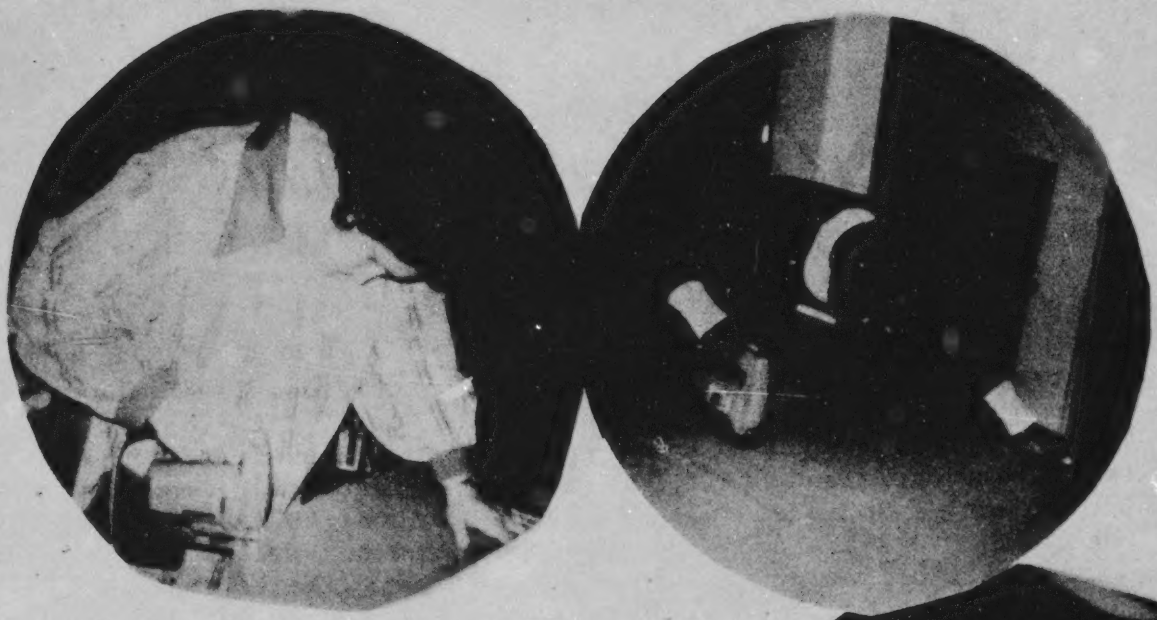
HAPPY NEW YEAR

Barbara A. Pine

Barbara A. Pine
Cooperative Extension Specialist
Family Day Care

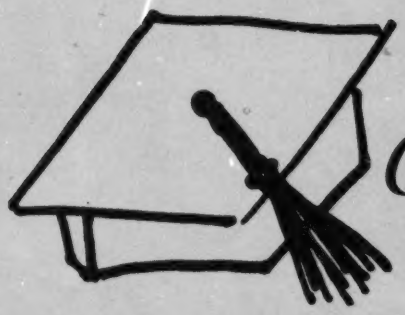
BAP:rs

New York State College of Agriculture and Life Sciences, New York State College of Human Ecology, and New York State Veterinary College at Cornell University, Cooperative Extension Associations, County Governing Bodies, and United States Department of Agriculture, cooperating



Resource Center Cardboard Carpentry Workshop

Our recent tri-wall workshop was a great triumph. Everyone successfully completed a project. Since many of the participants had never handled power tools before, this was a big accomplishment. The final products included: table and stool with storage compartment base, model train-layout table and stacked storage cubbies.



Congratulations

Congratulations to the 19 mothers who recently completed the third eight-week Family Day Care Parents Certificate Course. This course is conducted by the Cooperative Extension Family Day Care Program and Staff Development of the Nassau County Department of Social Services. At the graduation festivities, each mother was awarded a certificate. The next training course will begin in February. If you would like to learn more about the course, call the Resource Center at 546-1132 for information.

* *

Little Teachings

Little teachings are the foundations of well-rounded personalities. Take the time to talk with your children about self-respect as well as respect for others; how to care for personal belongings and property of others; how to keep things in place and how to show appreciation to others. Children should also be taught to respect the weaknesses and strengths of members of their peer groups. And they should have the opportunity to do things for less fortunate children. Begun early in life, these little teachings will have long, lasting effects on the child as she or he develops into a responsible citizen.

* *

1975

We've planned many exciting activities for 1975. Won't you join us and bring your ideas? To receive your monthly calendar of Resource Center happenings, mail your request (use the clipout, page 5) to the Resource Center. We look forward to hearing from you soon.

* *

BUDGET S-T-R-E-T-C-H-I-N-G

Macaroni Pizza Style

Preheat Oven at 350°F — 8 servings

½ pound ground beef
½ cup chopped onions
½ t. basil
½ t. garlic salt
¼ t. oregano
½ t. salt
½ t. pepper

8 oz. elbow macaroni
2 8 oz. cans tomato sauce
¼ cup water
6 oz. mozzarella or cheddar cheese shredded
sausage (cooked), salami (optional)
sliced olives (optional)

1. Cook macaroni and drain.
2. Brown beef and onions in a lightly oiled skillet.
3. Add 1 can tomato sauce, spices and water to skillet and mix well.
4. Add the meat mixture to the macaroni and toss until well blended.
5. Divide the mixture in two 9 inch pie pans; pack firm.
6. Top mixture with cheese and tomato sauce. Sausage, salami, olives may also be added to topping.
7. Bake for 30 minutes. Cool 10 minutes before serving.
8. To serve, cut each pie into four wedges.

$ $

Children Learn From Play

Educators and child psychologists stress that play is children's work. They learn by imitating the activity around them. Toys that encourage children to use their imagination as well as practice coordination help them to grow. Playing house is a favorite. For this activity, mini-sized dishes, pots and pans are easy for tiny hands to manage. Colorful plastic tea sets, hand mixers, percolators and toasters, inspire their imaginations. Toys such as these let toddlers enjoy cooking, sewing and cleaning up, even when their tea cups are empty. Soon they will want to include juice, dry cereal, and cookies in this playtime activity.

Fingerplays

THE BEEHIVE

Here is the beehive.
(Hold up clenched fist)
Where are the bees?
Hiding away where nobody sees?
Look! They are coming out!
(Loosen fist slightly)
They are all alive.
One! Two! Three! Four! Five!
(Lift one finger at a time)

* * * * * * * * * * *

JACK-IN-THE-BOX

This is Jack.
(Clench left fist with thumb extended)
In a box.
(Put thumb in fist. Cover with palm of right hand)
Open the lid,
(Lift right hand)
Out Jack pops!
(Pull thumb out of fist with a jerk)

THE ELEPHANT

An elephant goes like this and that.
(pat knees)
He's terrible big,
(hands up high)
And he's terrible fat.
(hands out wide)
He has no fingers
(wriggle fingers)
And he has no toes
(touch toes)
But goodness gracious, what a nose!
(with hands together and arms extended, make your arms become the elephant's nose)

* * * * * * * * * * *

IN A CABIN

In a cabin in the wood,
(make a square)
A little man by the window stood.
(make circles with fingers around eyes)
Saw a rabbit hopping by,
(make rabbit by extending first two fingers)
Knocking on his door.
(knock on door)
"Help me, help me, help me," he cried.
(wave arms in air)
Before the hunter shoots you dead
(shake finger in warning)
"Bang"
(shot with gun)
Little rabbit, come inside.
(wave to come in)
Safely you'll abide.
(stroke gently in arms)

Do over, leaving out a verse at a time, doing actions instead.

N·E·W·S !

Ice Skating - Nassau's two county-operated outdoor artificial ice skating rinks are open for the season.

Grant Park in Hewlett - 292-4216 - open 7 days a week. Sessions 10 AM to noon; 12:45 to 2:45 PM and 3:30 to 5:30 PM.
Evening sessions Tuesday and Wednesday, 8:30 to 9:30 PM.
Speed skaters are invited to skate from 8:30 to 9:30 AM Saturdays and Sundays.

Christopher Morley Park - Roslyn-North Hills - 292-4220 - Open daily from 10 AM to noon and 12:45 to 2:45 PM with a 3:30 to 5:30 PM session every day except Tuesday.
Speed skating sessions are Thursday evenings from 9 to 11 PM.
Admission for leisure pass holders at both rinks is $1.00 per session for adults and $ .50 for children under 18. For guests the price is $1.50 for adults and $ .75 for children.

_____ Day Care Mother _____ Parent With Children in Family Day Care

NAME _____
(Last) (First)

ADDRESS _____

_____
(City) (State) (Zip Code)

Would you like to receive our _____ Monthly Calendar of events?

_____ Newsletter?

If so, complete the above and mail to us at: Family Day Care
Resource Center
261 Nassau Road
Roosevelt, New York 11575

HEALTH NOTES

Good teeth are important throughout your life. Baby teeth help shape the jaw for later permanent teeth. Improper dental hygiene can lead to tooth decay or loss of teeth too early in life. Permanent teeth may grow in crooked. A child's dental care should begin at 3 years of age. If detected early, small cavities can be filled before they grow or cause toothaches.

Diet can help build sound teeth. Children need: cheese, milk, eggs, leafy green and yellow vegetables, whole grain cereals and fish liver oils. To keep teeth in good condition, eat fewer candies and sweet desserts. Brushing teeth after meals removes food particles and stimulates the gums. Ask your dentist for tips on the correct method to brush teeth. Adult teeth usually reflect the care given to baby teeth. Establish good dental habits early in life.

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APPENDIX 7

A. Training Course Outline with Related Materials Used and Suggested Reference List

B. Certificate Presented on Completion of Course

Training Course Outline with Related Materials Used

Session I — What Is Family Day Care?

Guest: Shirley Abel
Unit Supervisor, Family Day Care, Nassau County Department of Social Services

Includes: description of organizational Nassau County Department of Social Services

Discussion of:
- role of the Department of Social Services in family day care - responsibilities
- role of supervisor
- role of caseworker
- role of family day care provider - rights and responsibilities
- role of parent consumer
- family day care regulations

Materials used: *Each participant is given a folder in which to keep training materials distributed and notes, etc.
- *Organizational chart of the Department of Social Services
- *New York State Regulations - Family Day Care
- *Cooperative Extension Family Day Care Program Brochure
- *Policy Guidebook developed by Nassau County Department of Social Services Children's Bureau Family Day Care Staff

Session II — What Is Family Day Care?

Guest: Shirley Abel

Guest: Caseworker from Protective Services

Includes: discussion of protective services
- recognition
- the New York State law
- role of the family day care mother
- prevention
- family day care parents working with abusing parents

Presentation and group discussion and problem solving of 10 "typical" situations which arise most frequently in family day care (this provides for review and reinforcement of material covered in Session I).

Further discussion of regulations after participants have had a week to review the booklet.

Materials used: same as for Session I

Session III — What to Do in an Emergency

Guests have been: local fire commissioner
representative from local Red Cross chapter

Includes: discussion of safety in the home in terms of prevention

handling emergencies
- fire - practicing fire drill
- burns
- asphyxiation - participants practice on a life-sized doll
- bleeding
- poisoning

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* - Indicates materials included in folder given to course participants.

Training Course Outline (cont'd.)

Session III (cont'd.)
Materials used: "Breath of Life" film
life-sized child - breathing manequin for practicing mouth-to-mouth resuscitation
*Home Safety Check List
*emergency telephone sticker
*Nassau County Department of Health Brochure
*Health Briefs - immunization pointers for parents
*What You Should Know about Sickle Cell Anemia
*Playing Safe in Toyland

Session IV Activities that Foster Growth
Barbara A. Pine
Cooperative Extension Specialist, Family Day Care - Roosevelt
facilitator leads this session at both sites
Includes: discussion on development
physical
social
emotional
cognitive
discussion about how children learn
by modeling
through their five senses
film or filmstrip on importance of play for learning
workshop - participants are involved in a variety of creative experiences using material found in most homes
Assignment: try two activities from workshop or from Recipes for Fun with family day care children - bring results to Session VIII
age of children
reaction of children to activity
materials used
how-to for rest of group
Materials used: "Learning While They Play" film or
"Play and Learn" filmstrip
Trash to Treasure items
included: coffee cans
milk containers
egg cartons
buttons
Clorox bottles
paste
construction paper
stamp pad
erasers
*Play as Learning
*Children's Art
*Recipes for Fun

Training Course Outline (cont'd.)

Session V — How Children Develop
Julita Stone
Staff Development, Nassau County Department of Social Services
Lakeview facilitator leads this session at both sites
Including: discussion of development as a sequential process
overview and discussion of development from birth to 5 years
individual differences in development
environmental effects on development
Materials used: *Your Child from 1-6
*The Early Years - Ages and Stages
developed as a discussion guide expressly for this session
*Bibliography of local library materials on the Exceptional Person and the Family
*Child Development in the Home

Session VI — Guiding Our Children's Behavior
Guest: Jennie Birckmayer
Cornell University Cooperative Extension Child Care Team
Guest: Rose Paulson, MSW, Community Consultant
Includes: definition of discipline
discussion of what discipline means to each participant
techniques - group discussion
actual practice by participants
group discussion and problem solving of common discipline problems from participants' own experience
Materials used: *Child Guidance Techniques
*Principles for Child Guidance
*"I Won't! I Won't!"
*Discipline
Parent Effectiveness Training
Discipline materials from Exploring Childhood curriculum

Session VII — Sex Education and the Young Child
Guest: Judi Elkin, MSW
Nassau County Cooperative Extension
Home Economics Agent
Includes: definition of sex education; use of age-appropriate terms
how to answer your child's questions
handling the particular problem of sex education with family day care children
group discussion around their experiences
demonstration and review of age-appropriate books as aids for parents
discussion of sex roles and sex role stereotyping

Training Course Outline (cont'd.)

Session VII (cont'd.)

Materials used: *Resource List of Sex Education Books available at Resource Center or local library
*Human Sexuality - Books for Everyone
*Annotated bibliography of non-sexist picture books for children
*Ten Heavy Facts About Sex
*How Your Child Learns About Sex

Session VIII Activities that Foster Growth

Barbara A. Pine
Cooperative Extension Specialist, Family Day Care - Roosevelt
facilitator leads this session at both sites
Includes: provision of time for feedback as family day care parents relate their experiences with activities they have planned with their children during the past 4 weeks
in addition, focus is on food and "cooking" as a learning experience
participants make and manipulate play dough - an inexpensive substitute for clay made from flour, salt and water
several participants prepare a simple dish that can be entirely "cooked" by children
discussion of new words, concepts, etc., learned
discussion of trips to community resources
brainstorming session on where to go
how to plan the trip
related activities for optimum learning
Materials used: *Isn't It Wonderful How Babies Learn!
*Children Can Learn So Many Things from Food

MATERIALS IN FOLDER GIVEN TO FAMILY DAY CARE
CERTIFICATE TRAINING COURSE PARTICIPANTS

Anderson, Roberta Frasier. Child Guidance Techniques. A Pacific Northwest Cooperative Extension Publication (PNW Bulletin 64), Extension Service Oregon State University, Corvallis, OR 97331.

An Annotated Bibliography of Non-Sexist Picture Books for Children. Reprinted from: Women's Action Alliance, Inc., 1973.

Baldwin, Clara P. and Helen T.M. Bayer. Play As Learning. An Extension Publication of the New York State College of Human Ecology, Cornell University. Order from Mailing Room, Building 7, Research Park, Cornell University, Ithaca, NY 14853. 25¢ per copy.

Blossom, Marilyn. Isn't It Wonderful How Babies Learn! Cooperative Extension Service, University of Missouri, Columbia, MO 65201.

Brittain, W. Lambert. Children's Art. An Extension Publication of the New York State College of Human Ecology, Cornell University. Order from Mailing Room, Building 7, Research Park, Cornell University, Ithaca, NY 14853. Single copies free to New York State residents; additional copies 20¢ each.

Children Can Learn So Many Things from Food.

Cole, Ann, et al. More Recipes for Fun. PAR Project, 464 Central, Northfield, IL 60093. $2.00 per copy, 1-9 copies; $1.25 per copy, 10-24 copies; $1.00 per copy, 25-199 copies; $.75 per copy 200 or more copies; $1.20 per copy for resale.

Dear Mom and Dad: Lead Poisoning Is a Very Serious Sickness. National Paint and Coatings Association, Inc., 1500 Rhode Island Ave., NW, Washington, DC 20005.

The Early Years - Ages and Stages. Nassau County Department of Social Services Staff Development and Cooperative Extension Family Day Care Program.

Elkin, Judith. Discipline. Cooperative Extension Association of Nassau County, 300 Hempstead Turnpike, West Hempstead, NY 11552. (Adapted from Child Guidance Techniques, a Pacific Northwest Extension Publication.)

Emergency Telephone Sticker.

The Exceptional Person and the Family. Compiled by Age Level Services, Nassau Library System.

Family Day Care Homes: Rules and Regulations of the New York State Department of Social Services and Guidelines Providing Interpretation of These Rules and Regulations. New York State Department of Social Services, 1450 Western Avenue, Albany, NY 12203.

Gordon, Sol. Ten Heavy Facts About Sex. The Family Planning and Population Information Center, The Institute for Family Research and Education, College for Human Development, Syracuse University, 760 Ostrom Avenue, Syracuse, NY 13210. Single copy - 30¢.

Home Safety Checklist. The Cooperative Extension Family Day Care Program, Resource Center for Day Care Mothers, 261 Nassau Road, Roosevelt, NY 11575.

How Your Child Learns About Sex. Mrs. Nancy Carroll, Young Mother's Consultant, Ross Laboratories, Columbus, OH 43216.

Human Sexuality: Books for Everyone. SIECUS, Sex Information and Education Council of the U.S., 1866 Broadway, New York, NY 10023. Single copy free; 2-49 copies at 10¢; 50 or more copies at 5¢.

Metropolitan Life. I Won't! I Won't! Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, NY 10010.

Nassau County Department of Health. Nassau County Department of Health, 240 Old County Road, Mineola, NY 11501.

New York State Department of Health. 15 Things You Should Know About Sickle Cell.

New York State Department of Health. Health Briefs: Immunization Pointers for Parents.

Organization Chart of the New York State Department of Social Services.

Resource Books in Sex Education. Cooperative Extension Association of Nassau County, 300 Hempstead Turnpike, West Hempstead, NY 11552.

U.S. Department of Health, Education and Welfare. Child Development in the Home. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

U.S. Department of Health, Education and Welfare. Your Child from 6 to 12. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 55¢.

Waring, Ethel B. Principles for Child Guidance. An Extension Publication of the New York State College of Human Ecology, Cornell University. Order from Mailing Room, Building 7, Research Park, Cornell University, Ithaca NY 14853. Single copies free to residents of New York State; additional copies 25¢ each.

Young, Carol. Playing Safe in Toyland. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 20¢ each.

Nassau County Department of Social Services

and

The Cooperative Extension Family Day Care Program

certify that

SAMPLE

has this Day of 197 , satisfactorily completed

the in-service course for

Family Day Care Parents

Commissioner
Nassau County
Department of Social Services

Director
Cooperative Extension
New York State

Staff Development
Department of Social Services

Cooperative Extension Specialist
Family Day Care

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APPENDIX 8

Flyer Describing the Program

COOPERATIVE EXTENSION

FAMILY DAY CARE PROGRAM

our goals

are to support family day care by...

- planning an on-going educational program with family day care parents which meets their needs
- developing ways in which Cooperative Extension can extend its resources to family day care
- promoting community awareness of the value of quality family day care
- linking family day care to the network of community services

Cooperative Extension Family Day Care Program
Resource Center
261 Nassau Road
Roosevelt, N.Y. 11575

516-546-1132

who we are

The Cooperative Extension Family Day Care Program is a multi-faceted pilot effort of New York State Cooperative Extension- the outreach aspect of Cornell, the state's Land Grant University

Primary financial support for the pilot effort is provided by Extension Service- U.S. Department of Agriculture; Special Needs Funding

where

Operating from a storefront at:

261 Nassau Road
Roosevelt, N.Y. 11575

in Nassau County on Long Island, we seek to serve anyone in the community who provides child care in a home setting.
VISITORS WELCOME!

what we do

- maintain a community-based resource center for family day care parents
- provide a meeting place for family day care parents to share ideas and experiences daily
- conduct an informal educational program planned with family day care parents- including meetings workshops and trips to community resources
- offer planned activities for children while family day care parents attend training
- cooperate with the Nassau County Department of Social Services to offer a Certificate Training Course to family day care parents
- cooperate with the Day Care Council of Nassau County to encourage community support of family day care
- provide training in child development to Teen Aides who work with children in family day care homes
- publish a monthly newsletter to provide communication between family day care parents
- loan equipment, toys and books to family day care parents
- work with an advisory committee to determine program direction
- assist parents in exploring child care options
- serve as a matchmaker between parents seeking family day care and family day care providers
- work with many community agencies to encourage support of family day care

staff

Barbara A. Pine
Cooperative Extension Specialist

Barbara D. Patrick
Supervising Program Aide

Ann Burton
Program Aide

Gertrude Ruffin
Senior Citizen Aide

Patricia Douglas
Craig Carr
Teen Aides

APPENDIX 9

Financing

A. Budget Requests to Extension Service - USDA 1972-75

B. Family Day Care Program Support 1972-1975

BUDGET REQUESTS TO EXTENSION SERVICE - USDA 1972 - 1975

	1972 - 73	1973 - 74	1974 - 75	1975 - 76	1976 - 77
Total Salary	$19,046.00	$25,467.00	$34,963.15	$34,737.00	$37,400.00
Prog. Specialist	13,174.00	13,900.00	15,501.15	16,488.00	
Superv. Prog. Aide	(3/4 time)	5,653.00 (77%)	6,761.00	7,166.00	
Program Aide	4,305.00 (3/4 time)	4,914.00 (77%)	5,626.00	5,963.00	
4 Teen-Aides		(8 wk. summer)	2,025.00	3,620.00	
		(40 weeks)	4,050.00		
Consultants	1,000.00	1,000.00	1,000.00	1,500.00	
Evaluation			6,000.00		
Travel	2,300.00	3,000.00	3,500.00	3,500.00	3,500.00
Contract with Nassau					
Total	(8,063.00)	13,250.00	14,575.00	20,964.00	23,060.00
3/5 secretary	3,300.00	3,650.00	4,015.00	(100%) 7,672.00	
Rent real property	1,900.00 Storefront	4,200.00	4,620.00	4,300.00	
	Office	1,000.00	1,100.00	4,492.00	
Rent equipment	1,400	1,400.00	1,540.00		
Supplies, demonsira-tion materials	1,463.00	3,000.00	3,300.00	4,500.00	
(Payment to release family day care mothers)	(4,000.00) Used for Prog. Aide	(6,250.00) Used to employ Teen-Aides			
Total publications slide sets and film	1,900.00	2,250.00	12,000.00	1,000.00	1,000.00
Comprehensive report (1500 copies)			3,000.00		
Popular report (5000 copies)			5,000.00		
Film			1,500.00		
Slide program			1,000.00		
Publications for family day care mothers			1,500.00		
Student Involvement	1,000.00	1,000.00	1,000.00		
BUDGET TOTAL	$31,742.00	$51,217.00	$72,038.15	$60,201.00	$64,960.00

FAMILY DAY CARE PROGRAM SUPPORT 1972 - 1975

Sources	Nature of Support		Value	
NATIONAL - ES-USDA	major support of total program			$154,997
STATE AND LOCAL	complementary support			110,373
STATE		TOTAL		66,355
New York State College of Human Ecology	faculty input, travel, support tuition and fees graduate students (3 semesters - 1972, 1974, 1975) three students for field study	(est.)	5,000	
New York State Cooperative Extension	summer ploratory program 1971		3,985	
	overall leadership and support (program leader, secretary, travel)	(est.)	25,000	
Cornell University	statutory unit fleet car		4,000	
	Cornell Institute for Career Education graduate student and publications		4,000	
State of New York	fringe benefits @ 30.31% of salary		24,170	
NYS Department of Social Services	Rosalind Silver's involvement in orientation - 3 days Gregory Coler travel to storefront	(est.)	200	
LOCAL		TOTAL		44,018
Nassau Co. Cooperative Extension	on-site leadership staff input (EFNEP, adult, youth, agriculture) storefront furnishings, loan closet	(est.)	10,000	
Nassau Co. Senior Community Service Project	one senior aide - 20 hrs/wk		4,860	
Nassau Co. DSS	staff input into program, released time for staff	(est.)	8,50[illegible]	
Nassau Co. Day Care Council Cooperating Agencies	free tuition at Adelphi University		1,008	
Nassau Co. USDA summer lunch	15,600 lunches	(est. @ $1.00 each)	15,600	
Nassau Co. Neighborhood Youth Corps	support of teen aides		4,050	

APPENDIX 10

Evaluation Instruments

A. Evaluation Questionnaire

B. Knowledge Test

C. Interview Schedule

D. Child Care Questions (used with sketches)

E. Self Esteem as a Day Care Mother Inventory

EVALUATION QUESTIONNAIRE

In order to help the family day care training committee plan future training sessions, we ask that you complete this questionnaire.

1. My general feeling about the training is that it was:

2. What did you like best about the sessions?

3. What did you like least about the sessions?

4. What was not included that you feel would be useful to family day care parents in future training sessions?

5. What do you now do differently (in running your day care home - working with the children - with parents - etc.) as a result of participation in the training?

6. The first two sessions on the role of the day care mother, parents, the Department of Social Services were:

☐ very useful. ☐ somewhat useful.

☐ useful. ☐ not useful.

Comments:

7. The session on first aid and safety in the home was:

☐ very useful. ☐ somewhat useful.

☐ useful. ☐ not useful.

Comments:

8. The session on how children develop was:

☐ very useful. ☐ somewhat useful.

☐ useful. ☐ not useful.

Comments:

9. The sessions on guiding behavior and handling children's problems was:

☐ very useful, ☐ useful, ☐ somewhat useful, ☐ not useful,

in handling my own problems with the children in my care.

Comments:

10. The session on sex education was:

☐ very useful. ☐ somewhat useful.

☐ useful. ☐ not useful.

Comments:

11. The workshop session on activities for children was:

☐ very useful. ☐ somewhat useful.

☐ useful. ☐ not useful.

Comments:

12. What topic area or areas from the training would you like to see repeated and expanded during regular meeting of your group?

Additional Comments:

Family Day Care Training Certificate Course Knowledge Test

Please circle what you think is the best answer

1. Every child should be completely toilet trained by:
   1) 1 year of age
   2) 1½ years of age
   3) 2 years of age
   4) 3 years of age
   5) none of these

2. In a fire, the coolest and safest part of a room:
   1) the floor
   2) the ceiling
   3) the walls
   4) an open window
   5) none of these

3. If your child is mean to a day care child because of jealousy, you should:
   1) lecture about selfishness
   2) stop taking care of the day care child
   3) offer candy as a bribe for good behavior
   4) keep them apart as much as possible
   5) none of these

4. Babies of 8 or 9 months:
   1) can be taught to share
   2) see the world as revolving around themselves and their needs
   3) don't need much attention
   4) should start learning the ABC's
   5) none of these

5. In the first 5 years of life, the parent-child relationship:

   1) is not as important as later on

   2) is not too important

   3) is of vital importance in what happens to the child later

   4) is not as important as other influences at that time

   5) none of these

6. If you wish to keep a 2-year old away from something, a good thing to do:

   1) distract the child

   2) shout at the child

   3) spank the child

   4) lecture the child

   5) none of these

7. 4-year olds ask a lot of questions because:

   1) they are in love with the sound of their own voices

   2) they want to get your attention

   3) 4-year olds are very curious

   4) they want to see how much you know

   5) none of these

8. If a young child is choking on something, you should:

   1) reach into the mouth and try to retrieve the object

   2) give several slaps on the back to dislodge the object

   3) give the child a glass of water to wash the object down

   4) turn the child upside down and slap him/her on the back between the shoulder blades

   5) none of these

9. A young child's feelings:

   1) have to be figured out from its behavior

   2) can't be understood until the child can talk about them

   3) are not very important

   4) are easily understood

   5) none of these

10. When young children do not connect what happens to them with what they do, it is because:

   1) they do not wish to

   2) they are not yet able to

   3) they have poor memories

   4) they are being naughty

   5) none of these

11. If a 2-year old talks as well as a 4-year old:

   1) the child can be expected to behave pretty much as a 4-year old

   2) the child belongs in kindergarten

   3) the child is probably still at the 2-year old stage of development in most other ways

   4) the child does not need as much attention as most 2-year olds

   5) none of these

12. If a 3- or 4-year old asks a lot of questions about sex, you should:

   1) try to get the child's mind off the subject

   2) try to tell the child all you know about sex

   3) explain that it isn't nice to talk about such things

   4) give a simple, accurate answer to the question

   5) none of these

13. If a 3-year old in your day care home cries and fusses for its mother:

    1) Don't pay too much attention to the crying; it is normal and will stop after a while

    2) Explain that little boys don't cry and offer milk and cookies as a distraction

    3) Express your understanding of the child's wish to see its mother, then suggest a project as a gift for the child's mother

    4) tell the parents the child is too young to be left in a day care home

    5) none of these

14. Having information about sex:

    1) is what leads children to "see for themselves"

    2) is what leads children to write "bad words" on walls

    3) is not important to young children

    4) upsets children

    5) none of these

15. Young children learn best from:

    1) eating a large variety of foods

    2) having a lot of toys

    3) first-hand experience

    4) watching a lot of TV

    5) none of these

16. Cooking with pre-school children:

    1) is not safe

    2) is only worthwhile if you make something simple like Jello

    3) is a chance for them to learn many things

    4) is not interesting for them

    5) none of these

17. In which of the following age groups do you fit?

    1) under 20

    2) 21 - 30

    3) 31 - 40

    4) 41 - 50

    5) over 50

18. Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10

    If you have attended school beyond highschool, would you briefly describe education or training acquired.

    _____ _____

    _____ _____

    _____

19. What is the occupation of the major wage earner in your hone? (excluding grown children)

    _____

20. How long have you been caring for children?

    _____

21. How many children of your own do you have?

    _____ _____

22. How many children other than your own are you now caring for?

    _____

INTERVIEW SCHEDULE

Introduction

This interview is part of an evaluation of our entire program in Nassau County. We're trying to determine which parts of our entire program were helpful to day care mothers and which were not. We'd like to get a picture of how our various program offerings were fitting in with the needs of the different day care mothers in our program, and we'd also like to get a picture of the needs of day care mothers who are not involved in our program. So, you can see that the information you give us in this interview will be very helpful. Let's start with just getting down some factual information, if you don't mind.

1. How did you happen to start taking care of children?

2. How long have you been taking care of children?

3. About how many different children have you cared for?

4. How many children are you caring for now? How old are they? Boys or girls? How long have you cared for each of them?

5. Are you presently caring for more than one child from the same family? (If "yes," get the number of siblings and their ages.)

6. What is the shortest period of time (one week, one month, two months, etc.) that a child has been in your care? What happened (to break it up)?

7. Getting back to the children you are caring for now, when does the first child arrive and the last leave? How many days of the week does each child come?

8. Would you mind telling me in which of the following age groups you fit?
under 20 ( ) 21-30 ( ) 31-40 ( ) 41-50 ( ) over 50 ( )

9. How long have you been living in this county? Where did you live before then?

10. How well do you like being a day care mother? Mark an "X" on the line wherever your feelings about being a day care mother fit best, anywhere along the line. Demonstrate. Have day care mother mark card.

1	2	3	4	5	6	7
I hate it.			I think it's all right.			I love it.

11. Which of the following statements is closest to your feelings about family day care as a career?

1. I plan to stay with family day care as a career.
2. I will look for a different job when my children are older.
3. I'd like to work in another area of child care.
4. I might look for a different kind of job in the near future.

Interview Schedule (cont'd.)

12. Many jobs provide for vacations. As a self-employed person, do you take one? If "yes" -- Do you arrange for it much in advance (how long in advance)? What arrangements do you make? Do you get paid? What arrangements do you make for the children? How long a vacation do you take?

13. What arrangements do you make for the care of the children when you are sick?

14. If a medical emergency arose and you had to leave the children for a few hours, what arrangements would you make?

15. As you know, people have different opinions about child care, about what is and what is not a problem, about how to handle certain situations with the children, with the parents, and so on. What, if anything, would you do in the following situations: (Show pictures as you pose the questions.)

(1) John, a six-month-old has had a definite diaper rash all week. What, if anything, would you do?

(2) Although you serve her breakfast and lunch at your home, Jeannie, age three complains she is hungry during the morning. What, if anything, would you do?

(3) Everytime you turn around, Stevie, age 2 1/2 is playing in the bathroom, splashing water from the toilet. What, if anything, would you do?

(4) Mary is 2 1/2 and has not yet started toilet training. Would you consider it a problem? What, if anything, would you do?

(Note to interviewer: We mean that Mary has not even begun the toilet training process.) (Additional note: By "problem" we mean a problem that a 2 1/2-year-old has not taken the first steps OR that a child of 2 1/2 is not yet completely or nearly completely toilet trained.)

(5) Your own three-year-old child is reluctant to share personal toys with the day care children. What, if anything, would you do?

(6) Mrs. Jones has been coming to pick up her child about a half hour late for several days. Would you consider it a problem? What, if anything, would you do?

(If "nothing" but considers it a problem -- You said you would consider it a problem. Why wouldn't you do anytihng about it?)

(7) A new parent wants you to take care of her infant. It has been years since you had babies in the house, and you don't have any of the equipment any more. What would you do?

Interview Schedule (cont'd.)

15. (8) Margaret, a three-year-old has been coming to your house for nine months. Recently she has seemed tense, and has become very quiet. Would you be concerned? What, if anything, would you do?

(9) Richard, a four-year-old in your care, asks many questions about everything he sees in your house. Would you consider it a problem? What, if anything, would you do?

(10) Marie is a two-year-old in your care. Though she is taller than most children of this age and speaks almost as well as some four-year-olds, she still carries a security blanket around all the time. Would you be concerned? What, if anything, would you do?

(11) The three- and four-year-old you care for have recently seen a woman who is going to have a baby. They are very interested, and ask many questions about where babies come from. What, if anything, would you do?

(12) John, a four-year-old, has become very disobedient. He knows he is expected to wash his hands before lunch and pick up any food he drops on the floor, but he stubbornly refuses. Would you be concerned? What, if anything, would you do?

16. Have you found it necessary or desirable to make any changes in your home because of the day care children? Have you had to rearrange your house in any way? Have you had to add any new furniture or large items? Have you had to buy any toys? Where do the children play (what room(s))? Are there any areas that they are not allowed to play in?

17. Do you plan the day to any extent? Was yesterday a typical day? How did it go -- start with when the first child comes. (If there is something about yesterday that is atypical, try the day before.)

18. Do you know many other women in the county who care for children? If "yes" -- Do you ever get together with them? Where? If "no," Would you like to get together with other day care mothers? Do you think there are quite a few in the county or do you think it's not too common?

19. Have you ever had an occasion to go to any of the following places with the day care children?

Library (how often in the last month?)
Police Station
Fire Station
Cooperative Extension -- if no, have you heard of it?
Parks
Playgrounds
Health Clinics
Beaches
Zoo
Fishing

Interview Schedule (cont'd.)

Can you think of any other places in the community you have taken the children that I haven't mentioned? Have you ever had a special experience in any of these places because you are a day care mother?

21. "How I Feel About Myself as a Day Care Mother" questionnaire.

22. Most of us have received mail that isn't personal. Many people throw it away without reading it. Do you recall receiving a Day Care Newsletter in the mail? If "yes" -- Do you throw it away without really looking at it (or do you glance at it before throwing it away, or do you read it)?

Now, in these last few questions, I'd like to get down a little more factual information about you.

23. Could you tell me the highest grade of school you have completed? Have you any formal education beyond high school? If so, describe.

24. What is the occupation of the major wage earner in your home (excluding grown children)?

25. Many day care mothers in your county have chosen not to be licensed. Are you licensed? If not, do you have a special reason for not seeking a license? If licensed, did you take care of children before you were licensed? What made you decide to get a license?

26. Can you tell me your family make-up -- do you have children? How many? How old are they? How many adults beside yourself are there? (If children are grown, do they live with the day care mother?)

CHILD CARE QUESTIONS (used with sketches)

1. John, a six-month-old has had a definite diaper rash all week. What, if anything, would you do?

2. Although you serve her breakfast and lunch at your home, Jeannie, age three, complains she is hungry during the morning. What, if anything, would you do?

3. Every time you turn around, Stevie, age 2 1/2 is playing in the bathroom, splashing water from the toilet. What, if anything, would you do?

4. Marv is 2 1/2 and has not yet started toilet training. Would you consider it a problem? What, if anything, would you do?

5. Your own three-year-old child is reluctant to share personal toys with the day care children. What, if anything, would you do?

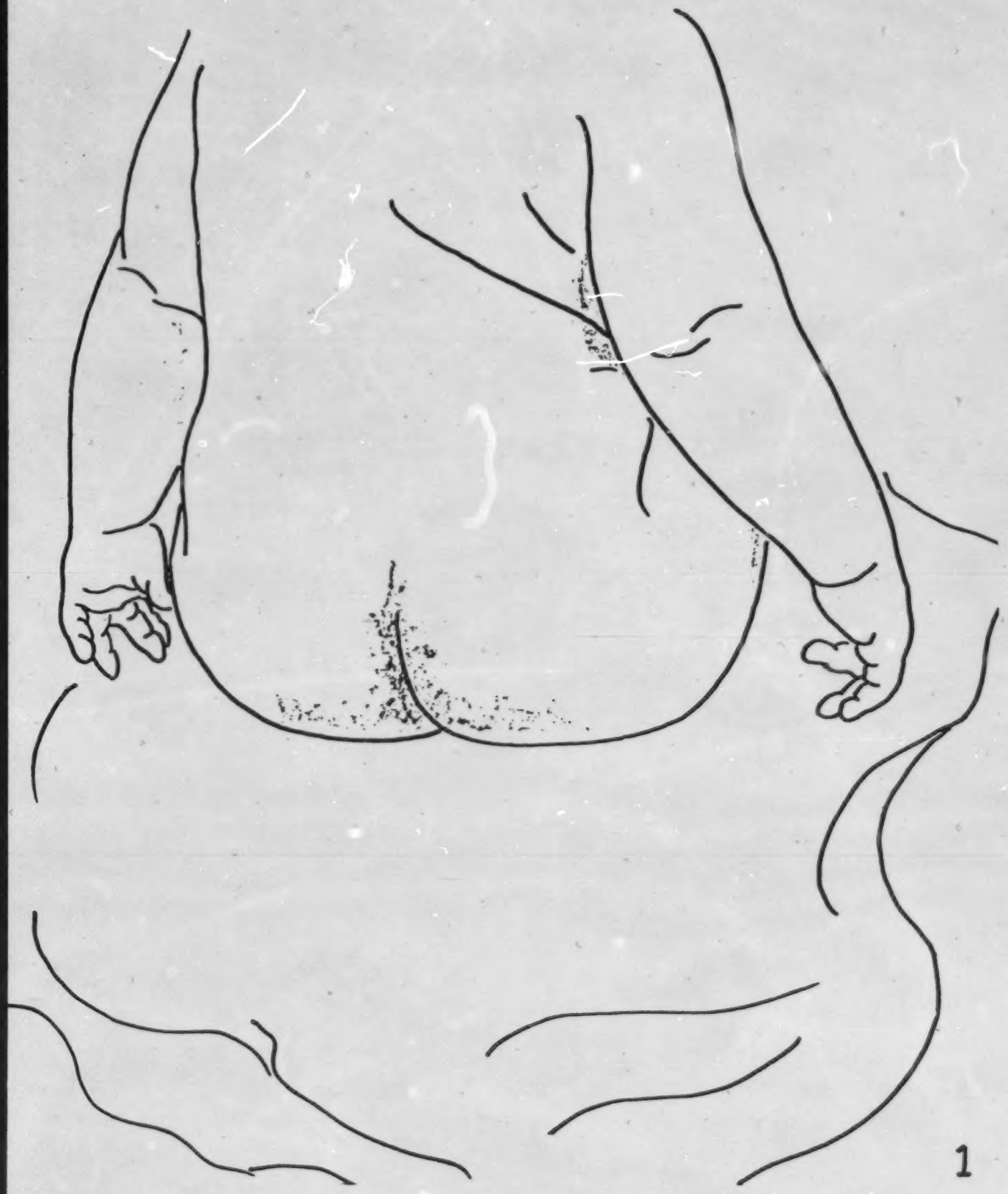
6. Margaret, a three-year-old has been coming to your house for nine months. Recently she has seemed tense, and has become very quiet. Would you be concerned? What, if anything, would you do?

7. Richard, a four-year-old in your care, asks many questions about everything he sees in your house. Would you consider it a problem? What, if anything, would you do?

8. Marie is a two-year-old in your care. Though she is taller than most children of this age and speaks almost as well as some four-year-olds, she still carries a security blanket around all the time. Would you be concerned? What, if anything, would you do?

9. The three- and four-year-old you care for have recently seen a woman who is going to have a baby. They are very interested, and ask many questions about where babies come from. What, if anything, would you do?

10. John, a four-year-old has become very disobedient. He knows he is expected to wash his hands before lunch and pick up any food he drops on the floor, but he stubbornly refuses. Would you be concerned? What, if anything, would you do?



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10

SELF ESTEEM AS A DAY CARE MOTHER INVENTORY

How well do you feel you are doing in the following areas? Check one column after each statement.

STATEMENTS	COLUMNS		
	I do a good job but I need a lot of improvement in this area.	I do a good job but I need to improve a little in this area.	I'm doing a fine job now.
1. Handling of discipline			
2. Thinking of things to do with my day care children			
3. Relating to parents			
4. Managing the care of my own children together with the care of the day care children			
5. Handling the children's questions about sex			
6. Knowing what to expect from two-year-olds			
7. Keeping parents informed about their children			
8. Teaching the children things they ask about or things they should know			
9. Managing my own household responsibility together with caring for the day care children			
10. Thinking of foods to serve my day care children			

APPENDIX II

Findings

A. Stepwise Multiple Regression Table

B. Analyses of Covariance, Nassau vs Westchester, Table

C. Analyses of Covariance, Nassau (C,D,E,F) vs Westchester, Table

D. Analyses of Covariance, Nassau (D,E,F) vs Westchester, Table

E. Analyses of Covariance, Nassau (E,F) vs Westchester, Table

F. Analyses of Covariance, Nassau (F) vs Westchester, Table

G. Analyses of Covariance, Nassau (A,B,C,D,E) vs Westchester, Table

H. Analyses of Covariance, Nassau (A,B,C,D) vs Westchester, Table

I. Analyses of Covariance, Nassau (A,B,C) vs Westchester, Table

J. Analyses of Covariance, Nassau (A,B) vs Westchester, Table

K. Analyses of Covariance, Ten Child Care Items, Table

STEP-WISE MULTIPLE REGRESSION,
EFFECT OF DEGREE OF PARTICIPATION AS AN INDEPENDENT VARIABLE:
NASSAU SAMPLE

N = 43 Dependent Variable	Degrees of Freedom	B	,3	F
satisfaction as a day care mother	1/55	.06878	.12356	1.49178
career choice	1/54	.01800	.03774	.077
late parent	1/55	.16071	.35170	8.228*
child care questions				
1	1/54	-.01959	-.0474	.124
2	**			
3	1/55	.08600	.13577	1.019
4	**			
5	1/55	.07959	.14256	1.063
6	1/55	-.06019	-.21805	2.734
7	1/54	.05459	.11630	.739
8	1/54	.2122	.1435	1.271
9	1/54	.04249	.04855	.143
10	1/55	.10573	.12919	.670
self-esteem as a day care mother	1/54	-.24525	-.10030	.536
knowing other day care mothers	1/54	.09809	.35411	8.370*
awareness of day care as a common occupation in county	1/54	.02649	.12703	.949
vacation	1/54	.04560	.16704	1.668

* $p < .01$
** values not adequate for inclusion in computation

11 B

ANALYSES OF COVARIANCE, NASSAU* (N = 61) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom = 1,97

Dependent Variable	Treatment Mean	Adjusted Mean	F
Satisfaction as a Day Care Mother	N 6.1902 W 6.2791	N 6.2663 W 6.1711	.138
Career Choice	N 2.0656 W 2.2326	N 2.1708 W 2.0833	.191
Late Parent	N 1.5410 W 1.5465	N 1.4928 W 1.6149	.421
Child Care			
1	N 5.3770 W 4.9186	N 5.4471 W 4.8192	12.336**
2	N 4.5574 W 4.5000	N 4.5472 W 4.5145	.219
3	N 3.3033 W 3.0465	N 3.3311 W 3.0070	1.347
4	N 3.4426 W 2.9767	N 3.4868 W 2.9141	1.275
5	N 3.9672 W 3.6279	N 4.0051 W 3.5742	2.086
6	N 4.5410 W 4.3488	N 4.4958 W 4.4129	.440
7	N 5.8361 W 5.6744	N 5.8085 W 5.7135	.176
8	N 4.1721 W 4.6047	N 3.9907 W 4.8620	2.200
9	N 4.7131 W 4.1512	N 4.6398 W 4.2551	.908
10	N 2.0328 W 1.5349	N 2.0062 W 1.5726	1.136
Self-Esteem as a Day Care Mother	N 5.6721 W 6.4186	N 5.6564 W 6.4409	.634
Knowing Other Day Care Mothers	N .5902 W .2558	N .5772 W .2742	7.912**
Awareness of Day Care as a Common Occupation in County	N .8361 W .6279	N .8187 W .6525	2.787
Vacation	N .6230 W .5581	N .6182 W .5649	.213

* Where Nassau = all six participation groups.

** $p < .01$.

ANALYSES OF COVARIANCE, NASSAU* (N = 38) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom 1,74

Dependent Variable	Treatment Mean	Adjusted Mean	F
Satisfaction as a Day Care Mother	N 6.2974 W 6.2791	N 6.4103 W 6.1793	.645
Career Choice	N 2.1316 W 2.2326	N 2.2840 W 2.0979	.694
Late Parent	N 1.7763 W 1.5465	N 1.7192 W 1.5970	.399
Child Care			
2	N 4.5921 W 4.5000	N 4.5662 W 4.5229	.226
3	N 3.2237 W 3.0465	N 3.1829 W 3.0825	.086
4	N 3.6053 W 2.96279	N 3.6775 W 2.9129	1.736
5	N 4.0000 W 3.6279	N 3.9756 W 3.6495	.868
6	N 4.4474 W 4.3488	N 4.3855 W 4.4035	.015
7	N 5.8947 W 5.6744	N 5.8573 W 5.7075	.420
8	N 4.3158 W 4.6047	N 4.1883 W 4.7173	.611
9	N 4.8158 W 4.1512	N 4.6885 W 4.2636	.816
10	N 2.0000 W 1.5349	N 1.8823 W 1.6389	.289
Self-Esteem as a Day Care Mother	N 5.1316 W 6.4186	N 5.1576 W 6.3956	1.047
Awareness of Family Day Care as a Common Occupation in County	N 0.8684 W 0.6279	N 0.8530 W 0.6415	3.375
Vacation	N .7105 W .5581	N .6938 W .5730	.847

* Where Nassau = four highest participation groups

ANALYSES OF COVARIANCE, NASSAU* (N = 29) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom 1,65

Dependent Variable	Treatment Mean	Adjusted Mean	F
Satisfaction as a Day Care Mother	N 6.3034 W 6.2791	N 6.5168 W 6.1352	1.479
Career Choice	N 2.0690 W 2.2326	N 2.2828 W 2.0884	.634
Late Parent	N 1.8448 W 1.5465	N 1.7973 W 1.5785	1.267
Child Care			
2	N 4.5862 W 4.5000	N 4.5507 W 4.5239	.075
3	N 3.5517 W 3.0465	N 3.5756 W 3.0304	2.678
4	N 3.2414 W 2.9767	N 3.5756 W 2.8984	.509
5	N 4.0000 W 3.6279	N 3.9645 W 3.6519	.619
6	N 4.4483 W 4.3488	N 4.3697 W 4.4018	.038
7	N 5.9310 W 5.6744	N 5.9052 W 5.6919	.700
8	N 4.6897 W 4.6047	N 4.4813 W 4.7452	.143
9	N 4.8966 W 4.1512	N 4.7464 W 4.2524	.947
10	N 1.8621 W 1.5349	N 1.7461 W 1.6131	.071
Self-Esteem as a Day Care Mother	N 5.4828 W 6.4186	N 5.9209 W 6.1231	.029
Awareness of Family Day Care as a Common Occupation in County	N .8966 W .6279	N .8901 W .6323	4.286**
Vacation	N .7586 W .5581	N .7733 W .5482	2.605

* Where Nassau = three highest participation groups.

** $p < .05$

ANALYSES OF COVARIANCE, NASSAU* (N = 19) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom 1,55

Dependent Variable	Treatment Mean	Adjusted Mean	F
Satisfaction as a Day Care Mother	N 6.2000 W 6.2791	N 6.4202 W 6.1818	.389
Career Choice	N 2.0000 W 2.2326	N 2.3053 W 2.0977	.552
Late Parent	N 1.8947 W 1.5465	N 1.8528 W 1.5651	1.562
Child Care			
2**			
3	N 3.6316 W 3.0465	N 3.4472 W 3.1280	.757
4	N 2.8947 W 2.9767	N 2.8520 W 2.9956	.036
5	N 4.3158 W 3.6279	N 4.0774 W 3.7332	.725
6	N 4.5000 W 4.3488	N 4.3833 W 4.4004	.007
7	N 6.0000 W 5.6744	N 5.9475 W 5.6976	.655
8	N 4.8947 W 4.6047	N 4.6535 W 4.7113	.005
9	N 5.0263 W 4.1512	N 4.8175 W 4.2434	.923
10	N 2.1053 W 1.5349	N 1.8404 W 1.6519	.106
Self-Esteem as a Day Care Mother	N 5.9474 W 6.4186	N 6.3360 W 6.2469	.005
Awareness of Family Day Care as a Common Occupation in County	N .9474 W .6279	N 1.0148 W 0.5981	8.497***
Vacation	N .6842 W .5581	N .6769 W .5614	.468

* Where Nassau = two highest participation groups.

** Due to rounding error, values = 0. Insufficient for computation.

*** $p < .01$.

ANALYSES OF COVARIANCE, NASSAU* (N = 8) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom 1,44

Dependent Variable	Treatment Mean	Adjusted Mean	F
Satisfaction as a Day Care Mother	N 6.2250 W 6.2791	N 6.4979 W 6.2283	.238
Career Choice	N 2.1250 W 2.2326	N 2.5147 W 2.1601	.862
Late Parent	N 1.8125 W 1.5465	N 1.6026 W 1.5856	.003
Child Care			
2**			
3	N 3.7500 W 3.0465	N 3.5973 W 3.0749	1.011
4	N 3.1250 W 2.9767	N 2.9795 W 3.0038	.001
5	N 4.2500 W 3.6279	N 4.0716 W 3.6611	.488
6	N 4.3750 W 4.3488	N 4.1785 W 4.3854	.493
7	N 6.0000 W 5.6744	N 5.9583 W 5.6822	.348
8	N 4.1250 W 4.6047	N 3.7770 W 4.6694	.608
9	N 5.3750 W 4.1512	N 5.3619 W 4.1536	2.061
10	N 2.2500 W 1.5349	N 2.0281 W 1.5762	.323
Self-Esteem as a Day Care Mother	N 5.2500 W 6.4186	N 5.2875 W 6.4116	.382
Awareness of Family Day Care as Common Occupation in the County	N 1.0000 W .6279	N 1.0420 W .6201	4.070***
Vacation	N .6250 W .5581	N .6038 W .5621	.034

* Where Nassau = the highest participation group.
** Due to rounding error, values = 0. Insufficient for computation.
*** $p < .05$.

ANALYSES OF COVARIANCE, NASSAU* (N = 53) VS. WESTCHESTER (N = 43)

Covariants = years in day care age, education, occupation of main wage earner in household, time in county

Degrees of Freedom = 1,89

Dependent Variable	Treatment Mean	Adjusted Mean	F
Child Care #1 (diaper rash)	N 5.4057 W 4.9186	N 5.4924 W 4.8116	14.517**
Knowing Other Day Care Mothers	N .5472 W .2558	N .5313 W .2754	5.518***

* Where Nassau = the five lowest participation groups.

** $p < .01$

*** $p < .05$

TABLE XII

11 H

ANALYSES OF COVARIANCE, NASSAU* (N = 42) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom = 1,78

Dependent Variable	Treatment Mean	Adjusted Mean	F
Child Care #1 (diaper rash)	N 5.3333 W 4.9186	N 5.4435 W 4.8110	9.756**
Knowing Other Day Care Mothers	N .4524 W .2558	N .4217 W .2857	1.508

* Where Nassau = the four lowest participation groups.

** $p < .01$

ANALYSES OF COVARIANCE, NASSAU* (N = 32) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom = 1,68

Dependent Variable	Treatment Mean	Adjusted Mean	F
Child Care #1 (diaper rash)	N 5.3125 W 4.9186	N 5.4591 W 4.8095	9.053**
Knowing Other Day Care Mothers	N .3750 W .2558	N .3617 W .2657	.582

* Where Nassau = the three lowest participation groups.

** $p < .01$

TABLE XIV

II J

ANALYSES OF COVARIANCE, NASSAU* (N = 23) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, education, occupation of main wage earner in household, time in county

Degrees of Freedom = 1,59

Dependent Variable	Treatment Mean	Adjusted Mean	F
Child Care #1 (diaper rash)	N 5.3696 W 4.9186	N 5.5531 W 4.8204	9.657**
Knowing Other Day Care Mothers	N .4348 W .2558	N .4065 W .2709	.959

* Where Nassau = the two lowest participation groups.

** $p < .01$

ANALYSES OF COVARIANCE, TEN CHILD CARE ITEMS,
NASSAU CERTIFICATE COURSE PARTICIPANTS (N = 20) VS. WESTCHESTER (N = 43)

Covariants = years in day care, age, educarion, occupation of main wage earner in household, time in county

Degrees of Freedom = 1,56

Dependent Variable	Treatment Mean	Adjusted Mean	F
Child Care			
1	N 5.5000 W 4.9186	N 5.6094 W 4.8677	7.7904*
2	N 4.5500 W 4.5000	N 4.5462 W 4.5018	1.058
3	N 3.4000 W 3.0465	N 3.3126 W 3.0871	.260
4	N 3.1500 W 2.9767	N 3.2601 W 2.9255	.191
5	N 4.1500 W 3.6279	N 3.9887 W 3.7029	.404
6	N 4.4750 W 4.3488	N 4.3679 W 4.3986	.025
7	N 6.0000 W 5.6744	N 5.9497 W 5.6978	.675
8	N 4.9750 W 4.6047	N 4.6664 W 4.7482	.010
9	N 4.7250 W 4.1512	N 4.4417 W 4.2829	.068
10	N 2.1000 W 1.5349	N 1.9190 W 1.6191	.261

* $p < .01$

APPENDIX 12

Suggested Reference List

SUGGESTED REFERENCE LIST

Books - Pamphlets - Visual Material - Children's Books

uses in pilot program: staff development
general reference
family day care training materials
loan to family day care providers

Books

Alternatives in Quality Child Care: A Guide for Thinking and Planning	Day Care and Child Development Council
Baby and Child Care	Benjamin Spock
Between Parent and Child	Hain G. Ginott
Between Parent and Teenager	Hain G. Ginott
Bodies	Barbara Brenner
Child Sense	William E. Homan
Childhood and Adolescence	Joseph Stone and Joseph Church
The Conspiracy Against Childhood	Eda LeShan
Creative Food Experiences for Children	Mary T. Goodwin
Day Care Aides: A Guide for In-Service Training	National Federation of Settlements and Neighborhood Centers
Day Care: Resources for Decisions	Edith H. Grotberg
Education of Children Aged One to Three: A Curriculum Manual	Catholic University of America
Facts About Sex for Today's Youth	Sol Gordon
Family Day Care: Some Observations	Minta M. Saunders and Mary Elizabeth Keister
A Family Day Care Study	Day Care and Child Development Council of America, Inc.
First Aid (Fourth Edition)	The American National Red Cross
Girls and Sex	Wardell B. Pomeroy
The Good for Me Cookbook	Karen B. Croft
A Guide for Day Care Mothers	Carol N. Doty

A Guide to Family Day Care	County of Westchester, Department of Social Services
Guide to the Assessment of Day Care Services and Needs at the Community Level	Richard B. Zamoff
Helps for Day Care Workers: A Lap to Sit on and Much More	Association for Childhood Education International
How Babies Are Made	Andrew C. Andry and Steven Schepp
I'm Not Just a Babysitter: A Descriptive Report of the Community Family Day Care Project	June S. Sale
I'm Not Just a Sitter	Community Family Day Care Project, Pacific Oaks College
A Lap to Sit On and Much More	Monroe D. Cohen
The Magic Years	Selma H. Fraiberg
Making Things - The Handbook of Creative Discovery	Ann Wiseman
Montessori on a Limited Budget	Elvira Farrow and Carol Hill
A New Baby! A New Life!	Erma Brenner
Open the Door, See the People	Community Family Day Care Project, Pacific Oaks College
Parent Effectiveness Training	Thomas Gordon
Play - The Child Strives Toward Self Realization	National Association for the Education of Young Children
Recipes for Busy Little Hands	Doreen Croft
School Age Child Care	Gertrude L. Hoffman
The Scrap Book: A Collection of Activities for Preschoolers	Friends of Perry Nursery School
Sex: Telling It Straight	Eric W. Johnson
Sexism in Education	The Emma Willard Task Force of Education
Starting Out Right: Choosing Books About Black People for Young Children	Bettye I. Latimer
Suzy Prudden's Creative Fitness for Baby and Child	Suzy Prudden and Jeffery Sussman
What Is Music for Young Children	Elizabeth Jones
What Makes Me Feel This Way	Eda LeShan

What to Do When There's Nothing to Do	Elizabeth M. Gregg and Boston Children's Medical Center Staff
Windows on Day Care: A Report on the Findings of Members of the National Council of Jewish Women on Day Care Needs and Services in Their Communities	Mary Dublin Keyserling
Working with Young Children	Jennifer Birckmayer
Your Child and Sex: A Guide for Parents	Wardell B. Pomeroy

Pamphlets

An Annotated Bibliography of Non-Sexist Picture Books for Children, Reprinted from: Women's Action Alliance, Inc., 1973.

Child Development in the Home, U.S. Department of Health, Education and Welfare. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Child Guidance Techniques, Roberta Frasier Anderson, A Pacific Northwest Cooperative Extension Publication (PNW Bulletin 64), Extension Service Oregon State University, Corvallis, OR 97331.

Children's Ar , W. Lambert Brittain, An Extension Publication of the New York State College of Human Ecology, Cornell University, Ithaca, NY 14853.

Dear Mom and Dad: Lead Poisoning Is a Very Seriou Sickness, National Paint and Coatings Association, Inc., 1500 Rhode Island Ave., NW, Washington, D.C. 20005.

The Exceptional Person and the Family, a bibliography compiled by Age Level Services, Nassau Library System.

Family Day Care Homes: Rules and Regulations of the New York State Department of Social Services and Guidelines Providing Interpretation of These Rules and Regulations, New York State Department of Social Services, 1450 Western Avenue, Albany, NY 12203.

15 Things You Should Know About Sickle Cell, Nassau County Department of Health, 240 Old Country Road, Mineola, NY 11501.

Health Briefs: Immunization Pointers for Parents, Nassau County Department of Health.

How Your Child Learns About Sex, Nancy Carroll, Young Mother's Consultant, Ross Laboratories, Columbus, OH 43216.

Human Sexuality: Books for Everyone, SIECUS, Sex Information and Education Council of the U.S., 1866 Broadway, New York, NY 10023

I Saw a Purple Cow and 100 Other Recipes for Learning, Ann Cole, Carolyn Haas, Faith Bushnell and Betty Weinberger, PAR Project, 464 Central, Northfield, IL 60093.

I Won't! I Won't, Metropolitan Life, Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, NY 10010.

Isn't It Wonderful How Babies Learn! Marilyn Blossom, Cooperative Extension Service, University of Missouri, Columbia, MO 65201.

More Recipes for Fun, Ann Cole, Carolyn Haas, Faith Bushnell and Betty Weinberger, PAR Project.

Play As Learning, Clara P. Baldwin and Helen T. M. Bayer, An Extension Publication of the New York State College of Human Ecology, Cornell University, Ithaca, NY 14853.

Playing Safe in Toyland, Carol Young, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Principles for Child Guidance, Ethel B. Waring, An Extension Publication of the New York State College of Human Ecology, Cornell University, Ithaca, NY 14853.

Recipes for Fun, Ann Cole, Carolyn Haas, Faith Bushnell and Betty Weinberger. PAR Project.

Recipes for Holiday Fun, Ann Cole, Carolyn Haas, Faith Bushnell and Betty Weinberger, PAR Project.

Ten Heavy Facts About Sex, Sol Gordon, The Family Planning and Population Information Center, The Institute for Family Research and Education, College of Human Development, Syracuse University, 760 Ostrom Avenue, Syracuse, NY 13210.

Your Child from 6 - 12, U.S. Department of Health, Education and Welfare, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Visual Material

What is Family Day Care? (film), Film Library, Roberts Hall, Cornell University, Ithaca, NY 14853.

Toys and Activities for the Pre-School Child, (filmstrip), J. C. Penney.

Helping Parents in Decision Making in Day Care, (set of filmstrips), Pacific Oaks College, Pasadena, CA.

Working with Children in Day Care, (set of filmstrips), Day Care and Child Development Council of America, 1012 Fourteenth Street, N.W., Washington, D.C. 20005.

Exploring Childhood, (entire curriculum), Education Development Center, Social Studies Program, 15 Mifflin Place, Cambridge, MA 02138.

The following are children's books loaned to day care parents and parents to reinforce training session themes. Some were purchased as they are not always available at local libraries.

A Baby Sitter for Frances	Russel Hoban
All Alone with Daddy	Joan Fassler
Bedtime for Frances	Russel Hoban
Bread and Jam for Frances	Russel Hoban
Busy People	Joe Kaufman
Charlotte's Web	E. B. White
Coleen - The Question Girl	Arlie Russell Hochschild
Crow Boy	Taro Yashima
Don't Worry, Dear	Joan Fassler
Grandpa	Barbara Borack
I Have Feelings	Terry Berger
I'll Fix Anthony	Judith Viorst
Just Think	Miles and Blos
Let's Be Enemies	Janice May Udry
Lisa and Her Soundless World	Edna S. Levine
Mothers Can Do Anything	Joe Lasker
My Mama Says There Aren't Any	Judith Viorst
One Little Girl	Joan Fassler
One Morning in Maine	Robert McCloskey
Over, Under and Through	Tana Hoban
Phoebe's Revolt	Natalie Babbitt
Push-Pull-Empty-Full	Tana Hoban
Snow	McKie and Eastman
Stuart Little	E. B. White
Sunflowers for Tina	Anne Norris Baldwin
Tell Me a Mitzi	Lore Segal
The Boy With A Problem	Joan Fassler

The Dragon and the Doctor	Barbara Danish
The Indoor and Outdoor Grow-It Book	Samm Sinclair Baker
The Man in the House	Joan Fassler
The Little Duster	Bill Charmatz
The Sneaky Machine	Marguerita Rudolph
The Tenth Good Thing	Judith Viorst
Things I Hate	Wittels and Greisman
Umbrella	Tara Yashima
We Are Having a Baby	Viki Holland
What Can She Be? An Architect	Gloria and Esther Goldreich
What Can She Be? A Lawyer	Gloria and Esther Goldreich
What Can She Be? A Newscaster	Gloria and Esther Goldreich
What Can She Be? A Veterinarian	Gloria and Esther Goldreich
William's Doll	Charlotte Zolotow